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ABSTRACT

This guide explains the ways in which parents can become involved in driver education programs. In the introduction the benefits of such involvement are explained, along with suggested program development procedures for teachers or administrators to follow and suggestions for using the guide. Next, the four sessions which comprise the curriculum for this parent involvement program are presented. The sessions are structured to orient parents and guardians in the utilization of appropriate techniques and methods for extending and reinforcing critical safety aspects of high school driver instruction programs. The format of each session includes the following elements: the subtopics covered by each session; performance objectives; learning activities; teacher management activities; and instructional content. The session topics are: determining roles and responsibilities, demonstrating knowledge of basic skills, demonstrating knowledge of complex skills, and learning to drive defensively. Appendix A, guides for parents in the program, includes areas the student must learn and accompanying suggestions for parents. Other appendixes contain: (1) selected references and resources, (2) national highway traffic safety standards, (3) suggested letter announcing program to parents, (4) suggested form for parents interested in program, and (5) a questionnaire for parent participation program in driver education. (CT)

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California Guide to Parent Participation in Driver Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles—Superintendent of Public Instruction Sacramento, 1978

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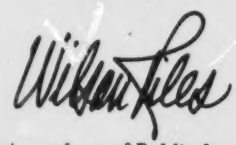
Foreword

After citing the frightening statistics of the teenage driver, the California Department of Motor Vehicles said in one of its recent publications, "One thing parents can do to help their children avoid accidents due to inexperience is to give them adequate supervised driving on a learner's permit. Too many parents think that high school driver's training is sufficient in itself and permit their children to obtain a license immediately after completing training." The California Traffic Safety Education Task Force made a similar recommendation. The task force, which made the most comprehensive study of traffic safety ever conducted under the auspices of the Department of Education, said in its final report, "What is needed is more (parentally) supervised driving practice during the driver education, prelicensing, and immediate post-licensing periods."

I am most pleased that the Department of Motor Vehicles and our traffic safety task force recommended that parents become directly involved in the driver training of their sons and daughters. As you may know, I am a strong advocate of parental involvement in education. The recommendations to involve parents in education also received the support of two very august groups: the California Commission for Reform of Intermediate and Secondary Education (RISE) and the AB 65 (school improvement) Program Elements Task Group. The latter group said, "A partnership between parents and schools should be fostered through classroom and school activities and parent education." At one point in its report, the RISE Commission said, "Professional teachers should act primarily as guides, managers, and facilitators of the learning process, in addition to being well grounded and capable in a particular field."

The developers of the *California Guide to Parent Participation in Driver Education* took the recommendations to involve parents in the educational process and developed a meaningful and realistic program for the schools and communities of our state. But, more significantly, they created a program that can be used to help save the lives of our most important resource: the young people of this state. The program outlined in this document makes a lot of sense to me, and I hope it receives your support.



Superintendent of Public Instruction

Preface

In 1973 the California State Department of Education, with financial assistance from the California Office of Traffic Safety, developed a parent participation project in driver education. Robert Terry of the Department's traffic safety education staff served as director of the project. The central purpose of the project was to develop a curriculum that would encompass planned parental involvement in the high school driver instruction program. The primary tasks of the project were the development, implementation, and evaluation of an adult education program designed for parents and guardians of students enrolled in high school driver education. The curriculum was structured to orient parents and guardians in the utilization of appropriate techniques and methods for extending and reinforcing critical safety aspects of high school driver instruction programs. Two specific project goals were to:

1. Produce safer drivers among students whose parents were involved in the program as compared with students whose parents were not involved.
2. Develop safer driving practices on the part of parents who were involved in the program as compared with parents who were not involved.

Based on data derived from student evaluations, analyses of responses from parents, attendance records, and surveys of parents and teachers, the California State Department of Education determined that the concept of parents participating in driver education programs was in fact feasible and beneficial to both students and parents.

The *California Guide to Parent Participation in Driver Education* evolved from the initial project effort in 1973 and subsequent input from districts that have tried the approach. We thank all who have been involved in the development and refinement of this guide, and we hope those of you who use the guide will provide us with additional information that can be used to improve our high school driver education programs.

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for Programs

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The Driver Education Parent Participation Program has great potential for improving the driver training program for students.

Introduction to the Guide

Since 1949 California high schools have conducted both classroom and in-car driver education for all eligible students for the purpose of developing safe drivers for the nation's highways. Historically, courses in driver education have had a high level of parental support. Parents have contributed significantly to the development of driver education programs, and they have indicated a willingness to assist in their improvement. High school driver education teachers may now enlist this assistance through the formal initiation of planned parent participation in the laboratory phase of driver education. This guide has been developed to provide direction for school administrators and teachers who wish to involve parents in the program.

Benefits of the Program

The Driver Education Parent Participation Program is viewed as an innovative approach in driver education, with great potential for improving the driver training program for students. However, the success of the program is dependent upon many factors, and the communication between the teacher and the parents is a key factor. It is particularly important, for example, for the teacher to identify for the parents the benefits they and their sons and daughters may receive from the program, and five of those benefits are identified below:

1. Familiarizes parents with the driver education teachers' methods that help develop in their sons and daughters safe and efficient vehicle operation
2. Provides supplemental behind-the-wheel instruction for students enrolled in the laboratory phase of driver instruction
3. Acquaints parents with their role and responsibilities after their sons and daughters have completed the driver training course but prior to their being licensed to drive
4. Acquaints parents with their role and responsibilities after the students are licensed to drive
5. Updates the parents' knowledge of safe driving practices and principles

Suggested Procedures to Follow

Certain operational procedures were developed and implemented by those who were involved in the 1973 parent participation project, which was described in the preface to this guide. Teachers and school administrators who wish to establish a Driver Education Parent Participation Project in their school may find it useful to follow the same procedures, which are described here:

1. The school district governing board and the administration should approve the inauguration of the parent participation program as a supplement to the driver education program.
2. The school district driver education supervisor and the driver education instructors should be willing to participate in and organize the program.
3. A letter explaining the nature and purpose of the program should be sent to all parents who have a student enrolled in the laboratory phase of the driver instruction program. (See Appendix D in this guide.)
4. An invitation should be extended to the interested parents to attend a meeting at the school. The invitation should specify room location, time, and date.
5. The persons responsible for planning and conducting the parents' meeting should consider the following:
   a. The location of the meeting room should be well marked. Directional signs may be needed at various points throughout the school campus; e.g., parking lots, hallways of large buildings, and so forth. A sign on the door of the meeting room may be helpful.
   b. The room should be comfortable and of appropriate size to accommodate the number of parents expected to attend.
   c. Chairs should be arranged so that every participant can view the entire proceedings comfortably.
   d. If any of the following equipment is needed for the meeting, it should be tested and adjusted before the meeting begins: (1) chalkboard; (2) film projectors (slide, film-

strip, and movie); (3) magnetic board; (4) an overhead projector; (5) reaction-time apparatus; (6) simulators; (7) steering mock-ups; (8) closed-circuit television equipment; and (9) projection screen. The use of some visual aids may require a darkened room.

6. In conducting the meeting for parents, the leader should do the following:
   a. Observe a definite time schedule.
   b. Explain the purposes and objectives of the program.
   c. Explain the parents' role in both the meeting and the total program.
   d. Encourage parent participation and continued attendance.
   e. Discuss the national, state, and local traffic accident problems.
   f. Introduce the other driver instructors.
   g. Prepare an agenda for the meeting and follow it.
   h. Provide for a question and answer session.
   i. Show enthusiasm for the program. Avoid negativism.

Parent Involvement in the Program

Parents should be encouraged to become involved in the supplemental instructional program during their attendance in a series of adult school class sessions taught by teachers of the driver education staff. The lesson planning should be geared to the regular high school course and should parallel the student's actual driving progress. The parent-supervised practice sessions are usually conducted in the family car during evenings and weekends. The instructor may suggest various locations for the initial parent-student practice sessions. The frequency and total number of parent-instructor class sessions may be modified as necessary.

To assist the parents in their roles as practice driving monitors, a series of guides have been developed. The guides, which appear in Appendix A of this guide, explain in detail how to perform each driving maneuver, while incorporating the essential elements of safe vehicle operation and defensive driving. Additionally, the traffic safety education consultants of the State Department of Education are available upon request to assist schools in the development of the Driver Education Parent Participation Program.

The parent-student practice time may not be substituted for the in-school instruction time; all parental instruction is in addition to that provided by the school and is designed to follow the correct methods already presented by the teachers. During the parental instruction sessions, it must be emphasized that the student must have an instruction permit prior to starting supplemental parent-supervised practice driving.

Suggestions for Using the Guide

The lesson material for the Driver Education Parent Participation Program, which appears on the following pages, may be used as presented, or it may be modified and adapted to fit individual district or community needs. Some users will find that each session may be reduced into a single page outline for parental use.

When the lessons for this guide were being developed and tested, it was found that parents liked to be given something at each of the sessions that they could take with them. It was also found that parents generally would not utilize large packets of materials when providing supplemental in-car experience for their sons or daughters. A parent survey indicated that single cards or sheets of paper with simple yes or no responses were more widely acceptable.

Those who were involved with the project in which the materials for this guide were developed found that parents participated in the driver education programs for a variety of reasons, and only those teachers who were well prepared were successful in meeting the diverse interests and needs of the parents. To give the reader some idea of the diversity, here are some of the reasons given for parent participation:

1. To get a copy of the form needed for securing an instruction permit for a son or daughter
2. To learn as much as they could about the driver education course
3. To learn what they had to do to get their son or daughter licensed to drive
4. To learn how to help their son or daughter in the "correct" way
5. To pacify their son or daughter
6. To voice their opinions regarding the school system or a particular program

The project staff also found that in many instances, the invitation to participate in the driver

education program was the first invitation the parents had received to participate in their son's or daughter's instructional program, and this placed an additional responsibility on the teacher to make the program as meaningful and effective as possible.

Teachers using this guide should adapt the material to best meet the needs of the parents of the students enrolled in the driver education course. The guide was designed to cover four 120-minute sessions; thus, only the information considered essential to the lessons can be included. Preparing and following an agenda and avoiding trivial issues will help teachers stay within the time limits and cover all of the essential subjects of the program.

If simulators and multiple-car driving ranges are available, their use during the lessons or as an additional lesson is encouraged. The California Vehicle Code and all necessary materials should be made available to all parents who desire them. Information on all references, resources, instructional materials, and instructional media cited in the lessons will be found in the appendixes to the guide. However, all items cited are merely suggestions as to the media and materials that may be utilized.

Familiarize parents with the practices that their sons and daughters must develop in order to become safe and efficient operators of motor vehicles.

Session 1 Determining Roles and Responsibilities

Major Objective for Session 1 of the Driver Education Parent Participation Program: With direction from the instructor, parents will determine their role in the program and define the students' and parents' legal responsibilities regarding the driving privilege.

Subjects for Session 1 (and suggested time for lesson) [1]	Performance objectives for parents	Learning activities for parents
1.1 The Parents' Role in Driver Education (25 minutes)	Parents will be able to state the need for additional student driving experiences.	At the direction of the instructor, parents will complete the necessary district registration materials for enrolling in the program. (Secure local school district materials for this activity.) With direction from the instructor, the parents will discuss their role in the program and develop techniques to fulfill that role.
1.2 Current Traffic Problems (5 minutes)	Parents will be able to describe the effects of traffic accidents and their economic impact on parents, their families, and the community.	Parents will participate in a teacher-led discussion of current traffic accident statistics and the impact on the highway transportation system. (Refer to the latest edition of the National Safety Council's publication entitled *Accident Facts.*)
1.3 Students' Need for Driving Experiences (20 minutes)	Parents will be able to explain how education can help their son or daughter cope with the risks involved in driving on the streets and highways of California and elsewhere.	Parents will view an appropriate film and identify the unsafe traffic situations that are presented in the film. (See Appendix B for suggested film.)

[1] The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will have parents complete local school district registration materials for the program and will supervise the processing of the materials.	*Registration procedures.* School districts use various procedures and materials for enrolling persons in educational programs. Therefore, the instructor should obtain the necessary forms and become acquainted with the registration procedures from the adult education office of the district. A minimum of class time should be used for enrolling parents in the Driver Education Parent Participation Program.
The teacher will provide direction for the class related to the course's goal, purposes, content, and the appropriate role for parents involved in the program. This may require a lecture-discussion format. However, the introduction should be restricted primarily to a brief but adequate orientation.	*Parents' role.* The parents' role in the program is to provide additional driving experiences for their son or daughter who is enrolled in the laboratory phase of driver education. The ultimate goal is for students and parents to become better drivers than they would have been if they had not enrolled in the program. In an effort to achieve the program objectives, the parents should: a. Know that the course will provide them with basic information about the manipulative and perceptual driving skills being taught to their son or daughter in the high school program. b. Know the responsibilities related to the driving privilege. c. Develop positive student-parent, in-car rapport to minimize personal conflict and to maximize learning. d. Structure and implement an effective plan to provide their son or daughter with the supplemental driving experiences.
Using statistical information from the National Safety Council's publication, *Accident Facts,* the teacher will elicit comments from parents regarding current local, state, and national traffic problems. (Use the latest edition of *Accident Facts* as a reference.)	*Accident statistics.* Recent statistics indicate that 46,000 people in the United States died in automobile accidents and 1,800,000 suffered disabling injuries in 1975. The total annual cost of motor vehicle accidents for 1975 amounted to $21.2 billion. Motor vehicle fatalities lead all other causes of accidental deaths. The death rate per 100 million vehicle miles (160,900,000 kilometres) was 3.45 in 1975, the lowest rate on record. Motor vehicle deaths among young people between the ages of fifteen and twenty-four years led all other causes. The number of deaths for fifteen to twenty-four year old people reached 15,600 in 1975. (See *Accident Facts;* a complete bibliographical entry appears in Appendix B.)
The teacher will introduce the appropriate film, encourage parent reaction to the film, and discuss personal driving habits and the need for traffic education. (See list of films in Appendix B.)	*Causes of accidents.* Many emergency traffic situations develop from a build-up of commonplace factors, such as the condition or actions of drivers, vehicles, the road, and pedestrians. Such factors as inattention by drivers and pedestrians, poor car care, and improper signaling are common causes of traffic collisions. According to the National Safety Council, 90.6 percent of all motor vehicle accidents in the United States are the result of improper driving, with excessive speed accounting for 15.9 percent and failure to yield the right-of-way resulting in 16.5 percent of the accidents. Approximately 11.3 percent of the accidents are the result of drivers following others too closely.

Session 1 Continued — Determining Roles and Responsibilities

Subjects for Session 1 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
1.4 The Partnership of Student and Parent—Providing Driving Experiences (5 minutes)	Parents will be able to recognize the problems of teaching in the car and will develop techniques that will reduce conflicts with their son or daughter.	With "The Big Ten" guide in hand, parents will ask questions about any items on the list that require clarification. (A copy of "The Big Ten" guide appears in Appendix A.)
1.5 Driving Schedules (10 minutes)	Parents will be able to develop a sequential schedule of parent-student, in-car driver education experiences based on the school's driver education course.	As an out-of-class assignment, parents will examine a copy of the "Student-Parent Driving Schedule" and use it as a base for developing a personalized schedule. (See "Guide 2: Student-Parent Driving Schedule" in Appendix A.)
1.6 Driver's License Requirements and Driver Responsibilities (15 minutes)	Parents will be able to describe the process of obtaining a driver's license, list the requirements for being granted a license, and describe the attendant responsibilities in having a license.	Parents will examine a copy of the driver's license application and determine their responsibilities attendant to the driving privilege. (See California Department of Motor Vehicles forms DL-44 and DL-44A.)

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will distribute "The Big Ten" guide and encourage parents to comment on this prepared list of guiding principles for extablishing good in-car, parent-student rapport. (See "The Big Ten" guide in Appendix A.)	*"The Big Ten."* The parents' needs for instructional techniques vary. "The Big Ten" guide for establishing a good parent-student partnership is not all inclusive, but it does identify those actions that parents should take to establish a good learning situation for their sons and daughters. Parents and teachers should be encouraged to expand the list. However, it is even more important for parents and students to (1) gain a mutual understanding of the procedures to be followed in the training; (2) agree on those procedures before beginning the training; and (3) then comply with the procedures through the training period.
The teacher will distribute copies of the sample driving schedule and discuss the need for structured, sequential, in-car scheduling for the parentally supervised driving experiences. The teacher will suggest that parents develop a similar schedule to meet personal needs. (See "Guide 2: Student-Parent Driving Schedule" in Appendix A.)	*Driving schedules.* Practice driving schedules are similar in nature to a teacher's lesson plan; thus, once the student and parent decide upon a schedule, they should adhere to it. A schedule tends to ensure lesson coverage, and it provides for a sequence of learning. A definite lesson time (hour, day) that has the parent's and student's commitment indicates sincerity of purpose. The concept of scheduling is of great importance, and the instructor must emphasize this to the parents.
The teacher will discuss with the parents the application requirements for a driver's license and the relationship to the driving privilege, implied consent, and financial responsibility. (See Department of Motor Vehicles application forms DL-44 and DL-44A.)	*The driver's license.* The California driver's license and application is a five-part document developed and issued by the California Department of Motor Vehicles. Descriptions of the five parts follow: a. *Driver's license hard copy* is retained by the Department of Motor Vehicles. b. *The application for a driver's license* requires a physical description of applicant, proof of birth date, right thumb print, confidential health information, previous licensing information, applicant's signature, and, in the case of a minor, acceptance of liability by the parents. The health requirements for the applicant are that (1) the applicant have normal use of both hands and feet; and (2) have no history of apoplexy, epilepsy, paralysis, insanity, or other disability or disease affecting his or her ability to exercise reasonable and ordinary control in operating a motor vehicle. c. *The interim driver's license* is a temporary license. d. *The instruction permit* authorizes a person to operate a motor vehicle if accompanied by a driver eighteen years of age or over who has a valid California driver's license, which is not of a probationary type. The instruction permit does *not* authorize a person to operate a motorcyle or motor-driven cycle during hours of darkness or at any time upon a freeway that is being heavily used. A permit is valid for previously unlicensed persons under seventeen and one-half years of age if they are taking driver education or are practicing in-car driving. However, such persons may not operate motorcycles or motor-driven cycles until completing a driver in-car course and are at least fifteen and one-half years old. The instruction permit is valid for one year. e. *A receipt for the driver's license* is the fifth part of the driver's license and application. The driver's license is a legal document indicating that the state has found, by an examination procedure, that the holder of the license is competent to drive, and the state recognizes his or her legal right to do so.

The Big Ten Guide identifies those actions parents should take to establish a good learning situation for their sons and daughters.

Session 1 Continued — Determining Roles and Responsibilities

Subjects for Session 1 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
1.6 Continued Driver's License Requirements and Driver Responsibilities (15 minutes)		
 Parents will determine their role in the program and define their legal responsibilities regarding the driving privilege given to their sons and daughters.		Parents will read "Steps Toward Licensing" and ask the instructor to clarify any steps they do not understand. (See "Guide 4: Steps Toward Licensing" in Appendix A.) Parents will also review a copy of the "Certificate of Simultaneous Enrollment in Classroom and Laboratory Phases of Driver Education" (Form DL-391) provided by the instructor. (Form DL-391 may be used optionally in the first session.)
1.7 The Driving Privilege–Responsibilities of the Student Driver and the Parent (Optional lesson)	Parents will be able to indicate their knowledge of the parents' and students' responsibilities, presumptive limits, implied consent, and financial liability.	Parents will reinforce their understanding of the parent and student responsibilities in driving by responding to a series of 35mm slides, *With the Driving Privilege Goes Responsibilities.* (See Appendix B, "Selected References and Resources," for the complete bibliographical information.)

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
	The license examination tests for knowledge of the rules of the road; visual acuity; understanding of traffic signs, signals, and markings; and driving skills. The financial responsibility law of California requires, among other things, that every driver of a motor vehicle involved in an accident report the accident to the Department of Motor Vehicles within 15 days if there was (1) bodily injury; or (2) property damage of $200 or more. Under the law, the driver involved in an accident in which there was property damage or bodily injury must deposit security sufficient to satisfy judgments resulting from the accident. The deposit shall be in the form of money, a bond, or insurance in the amounts determined by California state law. (See Division 7 of the Vehicle Code for the state of California.)
In discussing the requirements, the teacher will distribute "Steps Toward Licensing" and discuss the guide with parents (See "Guide 4" in Appendix A.)	Since 1965 individuals under eighteen years of age could obtain a license only if they had successfully completed a driver education course and had reached their sixteenth birthday. Thus, the first step minors must take in securing a driver's license is to enroll in driver education. (Refer to "Guide 4: Steps Toward Licensing" in Appendix A for the other steps.)
The teacher will provide the class with copies of form DL-391 and review it with the class. (Form DL-391 may be used optionally in the first session.)	Although the laboratory phase of driver education is not a state requirement for graduation, most public high schools in the state offer the course. This is also true for the classroom phase. Every eligible student has an opportunity to enroll in the laboratory phase of driver education. The driver education program was designed to help students develop the skills and knowledge they need to pass the driver's license test but, perhaps more importantly, to become safe users of the highway transportation system in California. Persons applying for a driver's license for the first time or renewing a license must pass a written examination. The exam consists of questions based on rules of the road, driving requirements, and signs and signals. Applicants are required to pass the test with not less than five errors.
The teacher will distribute the Department of Motor Vehicles' "Road Test Score Sheet" and discuss it briefly. (See Form DL-179.)	In addition to passing the rules of the road test, all first-time applicants must pass the Department of Motor Vehicles' road test with a minimum grade of 70 percent. The road test, which is conducted by a Department of Motor Vehicles' examiner, determines whether an applicant has the skill and ability to operate an automobile safely. The California Legislature determines licensing requirements and standards, and the State Department of Motor Vehicles implements the licensing laws enacted by the Legislature.
The teacher will show a series of 35mm slides that outline the parents' and students' responsibilities attendant to the driving privilege, or the teacher will discuss Guide 3 in Appendix A. Depending on whether the parents ask any questions, the guide may be given to them with little or no additional discussion.	*The licensing of drivers.* Driver licensing was originally instituted by states as a revenue-producing program. However, the increase in the number of drivers and vehicles resulted in more accidents and injuries, and the states were faced with the task of determining who should be licensed to drive. Generally, to be licensed to drive, a person must demonstrate, through a test, knowledge of road laws and driving skills. If licensing is to be effective, validation and evaluation of the tests used are imperative. Many authors have suggested that the driver's attitude may have a significant influence on driver performance. Therefore, those who prepare driving tests need to explore the value of including attitude and judgment items in the tests.

Session 1 Continued — Determining Roles and Responsibilities

Subjects for Session 1 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
1.7 Continued The Driving Privilege—Responsibilities of the Student Driver and the Parent (Optional lesson)		
1.8 Preentry Level Skills for Driving (10 minutes)	Parents will be able to demonstrate their understanding of the predriving orientation and procedures taught in the laboratory phase of the high school driver education course, including (a) the instrument panel and preignition check; and (b) procedures for starting and stopping the engine and for securing the automobile. (See "Guide 5: Automobile Orientation Checklist" in Appendix A.)	Parents will review "Guide 5: Automobile Orientation Checklist" and ask whatever questions they may have regarding the checklist. Parents will review the owner's manual for the automobile that will be used by their sons and daughters. This activity should be done outside the class.
1.9 Introduction to Driving Skills (10 minutes)	Parents will be able to show the student how to start the engine; move the car forward, stop the car, and back it up; and turn the engine off.	Parents will describe the correct method of preparing to drive a car, starting the engine, moving the car forward, stopping the car, backing the car, and turning off the engine.
1.10 Review of Session 1 and Preview of Session 2 (20 minutes)	Parents will preview one area to be discussed in Session 2.	Through questions and answers, parents will respond to a series of scenes from a 35mm filmstrip or 35 mm slides related to what they have learned in Session 1 and what will be presented in Session 2.

[1] The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

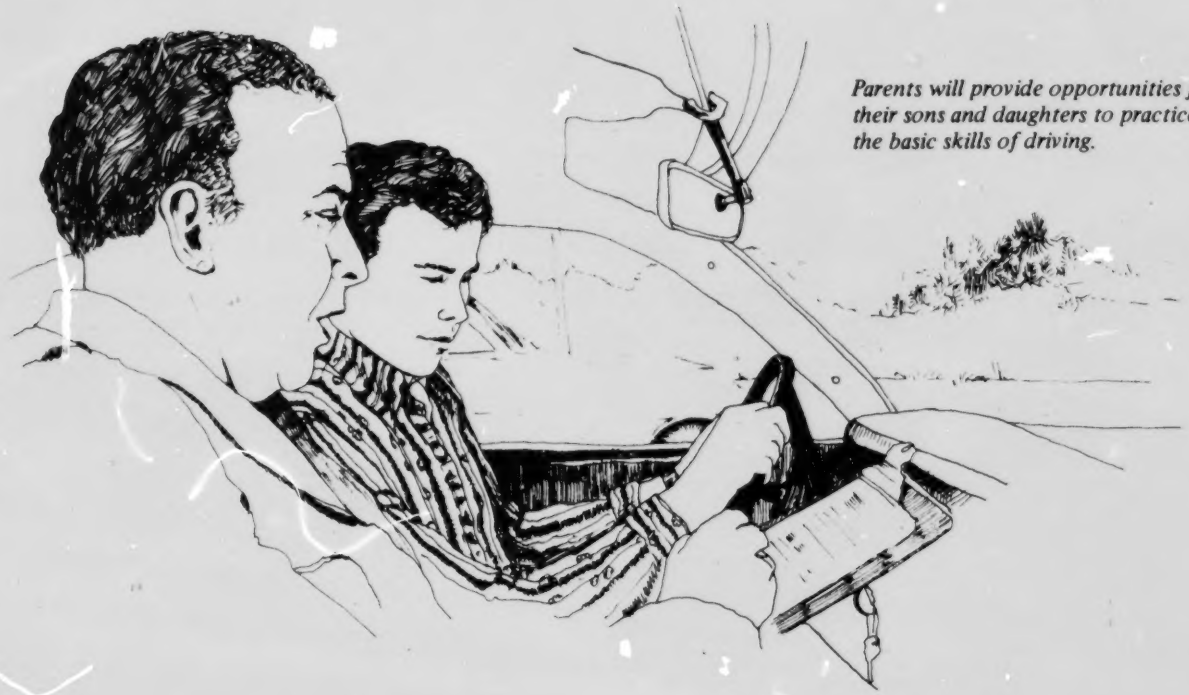
Teacher management activities	Content of parent participation program
	In California and most other states, driving is a privilege, not a right. If the driving privilege is to be retained, the driver must assume certain responsibilities, such as the following: a. Assuming financial responsibility in case of an accident b. Driving according to the rules of the road c. Assuming the liability of a minor d. Responding to citations e. Refraining from drinking while driving f. Reporting all accidents involving personal injury and property damage g. Renewing the driver's license, as required h. Notifying the Department of Motor Vehicles of a change of address within ten days after moving i. Driving only those vehicles for which one is licensed to drive (Refer to the content for lesson 1.6 of this guide and to the California Vehicle Code sections cited for information on financial responsibility, implied consent, and presumptive limits.)
The teacher will hand out copies of "Guide 5: Automobile Orientation Checklist" to the parents and review the guide with them. The teacher will suggest that parents review their automobile owner's manual with their sons and daughters prior to driving.	*Automobile orientation.* In addition to using "Guide 5: Automobile Orientation Checklist," the instructor may wish to use films and other materials to help parents understand the instrument panel and gauge locations and their functions. If a member of the class is knowledgeable regarding the operations of an automobile, the teacher may wish to call on that person to help with this part of the session.
The teacher will demonstrate, by a prepared checklist, the correct method of starting the engine, moving the car forward, stopping the car, moving the car backward, and turning off the engine. (See Guide 6 for parents in Appendix A.)	*Introduction to driving.* The content for lession 1.9 is outlined in "Guide 6: Moving and Stopping the Car." (See Appendix A.)
The teacher will review the major concepts of Session 1. By way of introduction to the Smith System of Driving and to Session 2, the teacher will show several slides or selected scenes from the filmstrip, *Perception of Driving Hazards*, which depicts different traffic scenes with varying traffic clues. (Show the slides quickly; allow approximately three seconds of viewing time for each scene.) Elicit brief parents' comments relative to those clues that would have an effect on their driving pattern.	*Review and preview.* To develop the content for the first part of lesson 1.10, the teacher will need to review the other nine lessons of Session 1. The content for the second part of lesson 1.10 will be focused on a preview of Session 2.

Session 2

Demonstrating Knowledge of Basic Skills

The Major Objective for Session 2 of the Driver Education Parent Participation Program: Parents will demonstrate their knowledge of the basic manipulative and perceptual skills taught in the laboratory phase of driver education and will provide appropriate opportunities for their sons and daughters to practice these skills in the family automobile.

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.1 The In-Car Parent-Student Relationships (suggested time: 20 minutes)	Parents will be able to select guidelines and instructional techniques that lead toward a positive parent-student relationship in the in-car education phase of the program.	Parents will discuss instructional techniques and determine which techniques are most appropriate to various family needs.



Parents will provide opportunities for their sons and daughters to practice the basic skills of driving.

[1]The suggested time allotment for specific lessons which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will provide direction for a detailed discussion of suggested instructional techniques and help the class determine which of the techniques are most appropriate to the needs of each family.	*Suggested instructional techniques.* Although the parent is not a professional driver education teacher, the parent can be expected to assist the teacher in helping students gain certain skills and learn different maneuvers. It is suggested that the teacher determine how much assistance parents can be expected to give. In many cases, the in-car driving experience for parents and their sons or daughters will be their first experience of this type. Therefore, every effort must be made to provide the parents with the information and suggestions they need to succeed with each task; for example, the teacher may begin with the following suggestions: a. Become familiar with all of the automobile's controls and safety devices and understand their operation. Get the "feel" of the automobile. b. Practice the skills and maneuvers taught by the teacher in the lesson that has just been completed at school. c. Progress from the known and simple exercises to the more complex driving activities. d. Always stress good visual habits. Emphasize the Smith System of Driving. e. Determine the nature of the practice driving sessions by the road conditions, traffic conditions, vehicle limitations, and driver proficiency. f. Make your progress into traffic a gradual move that is dependent upon the student's ability to perfect his or her manipulative skills and visual habits. The parent should inquire of the teacher as to the student's readiness to drive in complex traffic situations. g. Interpret the traffic picture and inform the student of situations well in advance. h. Sit in such a position as to be able to place the left hand on the steering wheel quickly if the need arises. However, do not sit so close as to interfere with the student's control of the automobile. i. In an emergency be ready to place the selector lever in the neutral position. j. Review the printed guides for parents (Appendix A) and other instructional information provided by the teacher. k. Give "where-what" commands far enough ahead so that the student has time to perform the maneuvers without pressure; for example, "At the next corner, turn left." l. Insist on the correct sequence of procedures for demonstrating skills and performing various maneuvers. m. Do not permit any turning maneuvers in an unsafe or illegal location. n. When control problems develop, have the student reduce the car speed to permit more time for thinking.

Session 2 Continued — Demonstrating Knowledge of Basic Skills

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.2 Use of Driving Areas in the Community (10 minutes)	Parents will be able to indicate the areas in the community in which they can teach the driving skills outlined in the parents' guides in Appendix A.	Parents will view a series of 35mm slides, maps, videotapes, or still pictures on driving areas in the community. A closely related filmstrip may also be used to study the differences in various types of driving areas (optional activity).

Parents will identify the areas in the community where they can teach driving skills to their sons and daughters.

Parents will discuss in class the possible problems that may arise in the various driving areas viewed in the slides, and they will determine locations within the community that might best lend themselves to in-car experiences.

Parents will review the guides for parents that may be used with Session 2. They will also discuss any problems that may be foreseen in the in-car driver education lessons.

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will arrange for the showing of 35mm slides, maps, videotapes, or still pictures of driving areas within the community (optional activity).	*Driving areas in the community.* The four basic driving areas—rural, residential, business, and freeway—possess unique situations, clues, and hazards for each driver. The driver must be aware of and alert to the differences that exist in each area, and some of those are described below: a. The serenity of rural areas tends to lessen driver alertness to the unexpected, such as the sudden appearance of both wild and domesticated animals. Nationwide in 1976 there were 30,000 traffic deaths in rural areas and 16,700 deaths in urban areas. (See *Accident Facts.*) b. Children in their home environment, blind intersections, and few intersectional controls present clues and traffic situations for the driver in residential areas. c. The sophistication of traffic controls, busy pedestrian and vehicular traffic, "billboard" types of distractions, various turning maneuvers, and emergency vehicles create unique problems for drivers in business areas. Most recent statistics indicate that 5,800 pedestrians died in the United States as a result of automobile accidents in urban areas. d. Based on mileage and fatalities, high speed multilane freeways are considered the safest roads; however, they present clues, hazards, and traffic situations not found in other areas. Such conditions as high speeds, absence of intersections or pedestrians, a multitude of directional signs and markings, limited access, and long distance, nonstop driving create driving situations not associated with rural, residential, and business areas. The motor vehicle death rate, according to the National Safety Council, is determined on the basis of the number of fatalities per 100 million miles (160,900,000 kilometres) driven. In 1976 the death rate on high-speed turnpikes was 1.2 per 100 million miles (160,900,000 kilometres) driven, as compared to the total death rate in all areas in the United States of 3.31; however, the rate for California was 3.2.
The teacher will lead a discussion on the possible problems that may arise in the various driving areas viewed in the slides. With the parents' participation, the teacher will determine the locations within the community that might best lend themselves to in-car experiences.	*Local community traffic conditions and patterns that may serve as problems to the student and parent.* The instructor should suggest community driving areas that could be used safely for the various lessons; those areas that should be avoided during the practice sessions; and those publicly owned areas that could be utilized for special driving lessons.
The teacher will make available to parents the guides that will be used during Session 2. However, at this time the teacher may wish to make only a topical reference to the guides used in Session 2. (See Appendix A.)	*Behind-the-wheel lessons.* Based on the latest research and teacher recommendations, the California State Department of Education determines the skills and maneuvers to be taught in an approved in-car driver education course. (See the *California Guide to Traffic Safety Education.*)

Session 2 Continued — Demonstrating Knowledge of Basic Skills

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.3 Entry-Level Skills for Driving (15 minutes)	Parents will be able to outline the Smith System of Driving.	Parents will discuss the five basic rules of driving (the Smith System): a. Aim high in steering. b. Get the big picture. c. Keep your eyes moving. d. Make sure other highway users see you. e. Leave yourself an "out."
	Parents will be able to demonstrate their understanding of the driving techniques taught in the laboratory phase of the high school driver education course, including: a. Steering control and hand position b. Moving the automobile forward and backward and stopping c. Leaving and approaching the curb d. Identifying signs and signals e. Using rearview mirrors	Parents will view certain materials on the entry-level skills for driving and discuss with the class any questions they may have concerning the entry-level skills, such as: a. Steering control and hand position b. Moving the car forward and backward and stopping c. Leaving and approaching the curb d. Identifying signs and signals e. Using rearview and side mirrors
2.4 Car Control (20 minutes)	Parents will be able to demonstrate their understanding of the need to do properly the following: a. Make left and right turns at intersections. b. Approach and move across controlled or uncontrolled intersections and blind intersections. c. Communicate with other users of the road by signalling, using brake lights, positioning car, and making eye contact.	Parents will view a 16mm film on car control and discuss in class any questions that may arise at this time on the more complex traffic situations. The parents will also review in class and discuss the driving skills necessary to perform safely the following activities: a. Performing left and right turns at intersections b. Approaching and crossing controlled or uncontrolled (normal) and blind intersections

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Teacher management activities	Content of parent participation program
The teacher will will present the first side of the record and corresponding 35mm filmstrip series entitled *Seeing Habits for Expert Drivers* or the 16mm film entitled *Smith System of Space Cushion Driving.* The film or filmstrip demonstrates the Smith System of visual perception.	*The Smith System of Driving.* The Smith System of Driving should be reviewed; briefly, it means the driver aims high in driving, keeps the eyes moving, is certain the other driver sees him or her, gets the big picture, and leaves himself or herself an "out."
The teacher will present appropriate materials on the entry-level skills for driving. The teacher will also have parents answer any questions their peers may have concerning the entry-level skills. (See "Guide 7: Approaching and Leaving Curbs" in Appendix A.)	*Entry-level skills for driving.* (Refer to "Guide 7" in Appendix A.) The method of approaching the curb involves proper lane approach, use of inside and side mirrors, braking, braking signal and/or arm signal, right turn signal, proper placement of hands on steering wheel (10 and 2 o'clock position), hand-over-hand turning technique, acceleration, covering brake, stopping, and securing the automobile. The method of leaving the curb involves making preignition check, starting the car, checking inside and outside mirrors for openings in traffic, signaling, glancing over left shoulder, turning hand over hand, accelerating, and braking. Experience indicates various problems in practicing the skills involved in the maneuvers to and from the curb, such as using accelerator and brake pedal unevenly, oversteering in approaching curb, positioning right foot too far or too close to accelerator, and taking too much time in leaving curb after completing check over left shoulder. During the basic maneuvers various traffic control signs will be evident. The prima facie or posted speed signs indicate the safe speed under normal circumstances. The basic speed is not posted but is determined by the driver on the basis of existing road and weather conditions along with the behavior of other vehicular and pedestrian traffic. The yield sign means to slow and to yield the right-of-way to all cars crossing from either right or left. The stop sign requires the motorist to come to a full stop behind the sign; of if a limit line appears on the pavement, the driver must stop immediately behind that line. The driver should approach the stop sign slowly and let others know by brake light and arm signal that he or she is going to stop. Each car in a line of cars must stop at the stop sign.
The teacher will arrange for the showing of a 16mm film on car control and answer questions on the more complex traffic situations. A simulator film may be shown at this time, such as *Basic Control Tasks.* The teacher will also review in class the driving skills necessary to perform safely the selected car control activities. (See guides 8, 9, and 10 in Appendix A.)	*Right and left turns at intersections.* (Refer to guides 8 and 9 in Appendix A.) Turning maneuvers can be difficult because of the various types of risks a driver may experience during the approach to the turn, entering the turn, and completing the turn. In addition to the mechanical manipulations required, turning movements involve identification of the traffic elements present, prediction of driver and other traffic movements, and safe execution of the maneuver. Turning maneuvers require a driver to make a proper lane approach, to communicate intentions to all traffic 100 ft. (30.48 m) before a direction change and in ample time for other drivers and pedestrians to adjust their behavior, to make the necessary speed adjustments, to brake, to check the traffic in mirrors, to use hand-over-hand steering, to scan, and to accelerate. The left turn is potentially more dangerous than the right, as it is normally made across oncoming lanes of traffic. The decision, "when to turn," is based

Session 2 Continued — Demonstrating Knowledge of Basic Skills

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.4 Continued Car Control (20 minutes)	d. Apply the basic right-of-way rules at intersections. e. Perceive potential traffic hazards.	c. Communicating with the users of the road by signaling, using brakes (brake lights), positioning car, and making eye contact d. Applying the basic right-of-way rules at intersections e. Perceiving potential traffic hazards

Parents will learn to use the identification-prediction-decision-execution tasks in potentially hazardous driving situations.

2.5 Safe Lane Changes (15 minutes)	Parents will be able to describe the relationships of identification, prediction, decision, and execution in the driving task and apply the perceptual skills involved to a classroom simulated situation involving simple lane changes.	Parents will describe how a driver identifies relevant clues, predicts the significance of those clues to the driving task, decides on a course of action, and then "executes" that decision in the driving task; and parents will describe the importance of the sequence of the four tasks.

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Teacher management activities	Content of parent participation program
	on the oncoming traffic and pedestrian traffic in the lane being entered. The possibility of making a continuous, uninterrupted left turn across the width of a highway or freeway is unlikely. The California Vehicle Code requires a driver making a left turn to yield to a hazard or oncoming traffic at all times during the turning movement. According to the National Safety Council, 34.7 percent of the accidents involving two motor vehicles occur at intersections; 43.6 percent occur at other locations. *Uncontrolled and blind intersections.* (Refer to Guide 10 in Appendix A.) Approaching and crossing uncontrolled intersections in a residential district requires a driver to accelerate and to brake, to cover the brake, to communicate with other highway users, to scan, to use visual perception, to make continual checks in the rearview mirror, and to apply the right-of-way rules to uncontrolled intersections. The first vehicle in the intersection should be allowed to go ahead. If two drivers reach an intersection from different streets at the same time, the driver of the vehicle on the left must yield the right-of-way to the vehicle on the right. (See California Vehicle Code Section 21800.) Approaching and crossing blind residential intersections require similar skills and maneuvers as those required at open intersections, with the exception that the driver approaching a blind intersection must slow to 15 miles (24.135 km) per hour within 100 ft. (30.48 m) of the intersection. This speed, or slower, should be maintained through the intersection. The right-of-way rule regulates the passage of all automobiles through the intersection. Experience indicates that the beginning driver has difficulty in making traffic checks on side streets. Therefore, it is important that the parent watch the student driver's eyes to make certain he or she makes side street, mirror, and blind intersection traffic checks.
The teacher will lead a class discussion of the identification-prediction-decision-execution tasks and their relationship to the Smith System.	*Concept of identify, predict, decide, and execute and its relationship to simple lane changes* *Identify.* One of the basic driver functions in the driving task is to acquire and maintain a clear, complete, and accurate picture of the traffic scene in order to identify any critical objects or changes which may require compensatory actions. Vision is the most important sense from which the driver receives traffic information: the cars ahead and the ones approaching the vacant lane. The hearing sense provides audio clues so prevalent in traffic, such as the screech of tires on pavement, the emergency vehicle siren, the railroad whistle, the traffic noise, the horn of the car in the lane in which you wish to turn, and the exhaust sounds of the motorcycle entering the lane of your choice ahead. The third sense, touch (tactile), gives a person the "feel" of his or her car. *Predict.* After drivers identify the position of important elements or clues in the traffic scene and their relationship to each other, they must project and predict possible future relationships and outcomes, constantly predicting about what will or might be. Prediction is based on time-space judgments, behavior of other highway users, vehicle capabilities, and risk assignment—the

Session 2 Continued — Demonstrating Knowledge of Basic Skills

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.5 Continued Safe Lane Changes (15 minutes)		Parents will respond to several posters (or other media) of a traffic lane-change episode. They will also enumerate and describe the traffic clues involved in the identification, prediction, decision, and execution tasks that must be completed in order to make safe lane changes.
2.6 Intersection Turnabouts (10 minutes)	Parents will be able to know why, where, and how mid-block three-point turnabouts and intersection turnabouts can be made safely.	Parents will view demonstrations of mid-block three-point turnabouts and intersection turnabouts. Parents will discuss mid-block three-point turnabouts and intersection turnabouts, stressing the reasons for them and the locations and methods of carrying out these turnabouts safely.

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Teacher management activities	Content of parent participation program
	speed of cars and available roadway space involved in lane changes, the driving patterns of drivers involved, the speed and acceleration capabilities of the driver's car and other cars involved in lane changes. *Decide.* Formulating a course of action with intent to execute it makes up the decision-making function in operating a motor vehicle. Operators make predictions on the basis of their perceptions. Decisions may be simple, habitual, complex, and sudden or high risk; for example, the driver decides to remain in the lane or decides to change lanes, to accelerate or decelerate, or decides to combine these actions and turns into the right lane and continues on, avoiding the motorcycle leaving the curb, or the driver decides to change lanes suddenly to avoid a stalled car in his or her lane. *Execute or act.* The sensory and mental functions finally culminate as the operator makes decisions related to direction, speed, and communication with other highway users. Failure in execution is a failure to do what was intended. To execute is to respond with vehicle controls, such as the steering wheel, accelerator, brake, and signaling devices. The driver observes in the mirror traffic conditions, signals a right turn, accelerates slightly, steers into the right lane, or prepares the car to travel straight ahead.
The teacher will show the class several posters (or other media) of traffic lane-change episodes. And the teacher will have parents describe the traffic clues involved in making safe lane changes. (See "Guide 11: Safe Lane Changes" in Appendix A.)	If time permits, the teacher can have parents simulate a lane change in the classroom setting, with the door of the classroom being the lane into which the driver wishes to turn. By way of comparison, the time segments in the simulation will be measured in seconds or minutes, while the time segments in driving on the four-lane highway are measured in fractions of seconds.
The teacher will demonstrate to the class mid-block three-point turnabouts and intersection turnabouts with the use of a model automobile, overhead transparencies, or by the use of other visual aids. (See guides 12 and 13 in Appendix A.)	*Intersection and mid-block turnabouts.* (Refer to guides 12, 13, and 14 in Appendix A.)
The teacher will lead a discussion of mid-block three-point turnabouts and have parents suggest the reasons for such maneuvers and the location and the procedures for completing such turnabouts legally and safely. (See "Guide 14: Three-point or Y Turnabout" in Appendix A.)	In many cases the best, safest, and often the quickest way to turn a car around is to go around the block. If it is necessary to make a turnabout, the driver must proceed with great care and understanding of conditions. The amount of risk involved is dependent upon the choice of turn for the existing traffic conditions and how well the driver performs the maneuver selected. (Turnabouts are limited by California Vehicle Code sections 22102–07; 21451; and 21454.) U-turns at intersections involve skills previously taught and attitudes developed. A U-turn cannot be made at a signalized intersection unless otherwise posted. The driver has a responsibility to select the safest location and maneuver for a turnabout and to perform it in a way that involves the least risk in getting into an accident.

Session 2 Continued — Demonstrating Knowledge of Basic Skills

Subjects for Session 2 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
2.6 Continued Intersection Turnabouts (10 minutes)		As an optional activity, parents will list in sequence the various maneuvers involved in making mid-block three-point turnabouts and intersection turnabouts.
2.7 Defensive Driving Tactics (30 minutes)	Given a series of traffic situations, parents will be able to identify certain traffic clues and elements that may increase the probability of conflict and then to select measures that will reduce this probability. These driver-related situations will include vehicle and pedestrian traffic, road obstructions, passing automobiles, traffic control devices, and automobiles being passed.	When viewing the filmstrip series entitled *Perception of Driving Hazards* or 35mm slides produced within local districts, parents will identify traffic clues that may be points of conflict. (See Appendix B for complete bibliographical data on the filmstrip series.) Place emphasis on driver tasks related to bicycles, motorcycles, other automobiles, intersections, road obstructions, traffic control devices, and pedestrians.

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
	The mid-block turnabout involves skills previously taught and attitudes developed: a. The driver has a responsibility to select the safest and best maneuver based on traffic conditions, available space for turning, and the student's ability and progress in the high school in-car driver education course. b. The turnabout requires the driver to move across traffic lanes, and this exposes the vehicle to oncoming traffic from both directions. c. In heavy traffic the driver might better select an around-the-block course rather than a turnabout. d. Turnabouts cannot generally be made in a business district except on a divided highway where an opening is provided. e. The turnabout involves visual search patterns in addition to manipulative skills and the assurance that there is no oncoming traffic in either direction within 200 ft. (60.96 m).
As an optional activity, the teacher will have parents list in sequence the various maneuvers involved in making mid-block three-point turnabouts and intersection turnabouts and then allow time for discussion.	The three-point turnabout is executed under the same conditions as the mid-block turnabout but is required for a narrow street. The uniqueness of this maneuver requires the driver to steer rapidly while the car moves slowly. The steering wheel is always straightened before stopping the car. The three-point turnabout involves a longer period of time to execute and a longer exposure time to other vehicular traffic. The driver must consider the dynamics of the traffic scene before deciding upon this particular maneuver.
The teacher will introduce the filmstrip series, *Perception of Driving Hazards*, or other appropriate materials to help parents understand defensive driving tactics, and the teacher will encourage parents to respond to the filmstrip series and to identify traffic conditions that could create problems. Attention will be directed to bicyclists, motorcyclists, other automobiles, intersections, road obstructions, traffic control devices, and pedestrians. Note: The teacher will review the major points of Session 2 and allow time for questions about the activities of Session 2 and other safety-related traffic problems.	*Defensive driving tactics.* Defensive driving is having a defense ready for what may happen in the traffic scene. As the authors of *Let's Drive Right* point out, "Defensive driving is a technique for operating a motor vehicle in such a way as to prevent accidents in spite of bad driving conditions and in spite of what other drivers on the road may do." The effective defensive driver does not cause other drivers to slow down, stop, speed, or turn aside, and the defensive driver does not endanger the lives of other drivers, pedestrians, bicyclists, or motorcyclists. The skill of driving defensively involves identification, prediction, decision, and execution. Identification of the danger areas made in advance decreases perception time; and visual perception is dependent upon the driver's attention and alertness. The driver should be uninterrupted by passengers or by his or her own activities; for example, eating, lighting a cigarette, combing the hair, talking to passengers, talking excessively, and gesturing. Separation of hazards is an important aspect of identification and analysis. A defensive driver is always alert to other drivers and always willing to cooperate to reduce accident possibilities. The defensive driver continuously searches the traffic scene for clues to possible danger—the bicyclist, motorcyclist, other vehicles, intersections, road obstructions, and pedestrians. A space cushion—someplace to go if need be—is one of the most important assets of the defensive driver; that is, sufficient space ahead to stop, enough space behind to prevent rear-ending, and space at the sides for an "out" or an escape path.

Session 3

Demonstrating Knowledge of Complex Skills

The Major Objective for Session 3 of the Driver Education Parent Participation Program: Parents will demonstrate their knowledge of the complex manipulative and perceptual skills taught in the laboratory phase of driver education and provide appropriate opportunities for their sons and daughters to practice these skills in the family automobile.

Subjects for Session 3 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
3.1 Speed Control in Highway Driving (20 minutes)	Parents will be able to list the many decisions that need to be made while driving on high-speed multilane highways, including the need to maintain a safe distance behind other drivers.	Parents will reivew "Guide 15: Multilane Highway Driving." Then the parents will view a five minute segment of an appropriate film that depicts traffic moving on a multilane highway, including various first person driver maneuvers, and the parents will identify the types and number of driver decisions that must be made, including the need to vary the speed of the automobile.

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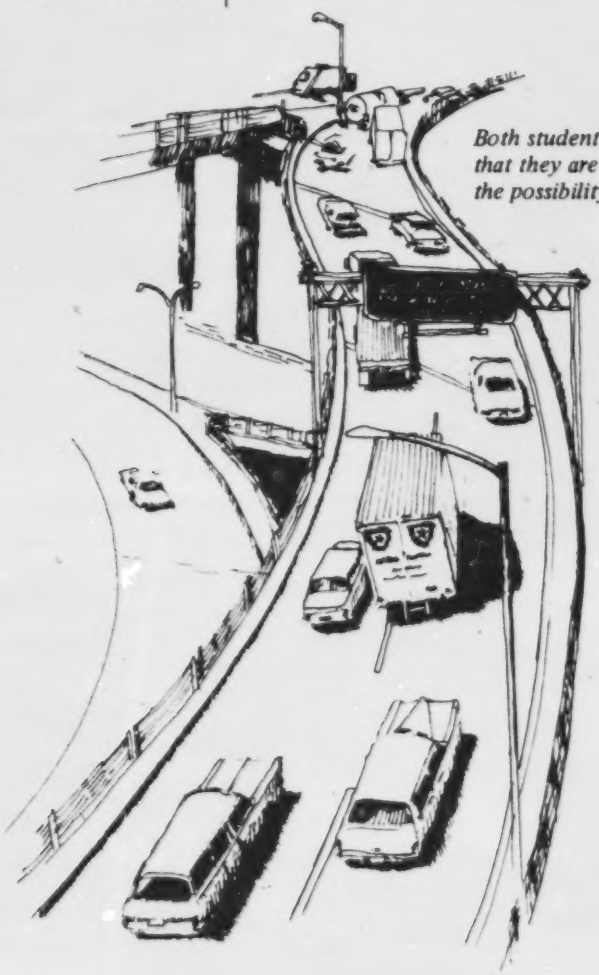


Both student and parent must recognize that they are continually faced with the possibility of an accident.

Parents will observe a reactometer demonstration and discuss reaction time. They will determine from a given formula the reaction time distance, braking distance, and total stopping distance and then identify the proper distance a driver should maintain when following another driver. (This is an optional activity.)

Teacher management activities	Content of parent participation program
The teacher will introduce Guide 15 and, if possible, show an appropriate film or videotape on speed control in highway driving, including scenes that identify proper distances to maintain behind other drivers. Instructional emphasis will be on the multiple decisions involved in driving on a high speed highway, with additional emphasis on conditions which create a need for speed variance.	*Introduction to advanced driving skills and maneuvers.* The moving vehicle is a unique classroom, and it is distinguished from the regular classroom in that it moves—in some instances as fast as 90 feet (approximately 28 metres) per second or 60 miles (approximately 96 kilometres) per hour; and the parent must remember each of the following: a. The movement of the vehilce is controlled to a large extent by the student. b. The road and the speed of the other users of the highway are continually changing. c. Events in the surrounding traffic scene cannot be controlled or, in most cases, predicted by the student or parent. d. Both student and parent must recognize that they are continually faced with the possibility of an accident. e. The more complex a driving maneuver and the more vehicles that are related to, the greater the possibility of conflict will be for the student driver. The parents are responsible for the safety of their students, other roadway users, and, of course, themselves. Parents are also responsible for supplementing the formal teaching process. The decision to provide certain driving experiences for the student is based, among othe. things, on the complexity of the maneuver, the student's driving ability, the type of highway to be used, and the number of vehicles on the highway. With the young learning driver, it may be more effective and helpful to require mastery of the basic maneuvers and skills before multilane high speed highway experiences are permitted.
The teacher will select a class member to demonstrate the reactometer device, and the teacher will discuss reaction time as the first step toward developing an understanding of reaction distance, braking distance, and total stopping distance. Using the simple formula, students will determine both reaction and braking distances and identify the proper distance to maintain behind other vehicles on the highway. (Optional activity.)	Students must have the knowledge and skills to drive safely, but they must also have the decision-making abilities that will help them reduce or eliminate driver errors. It can be assumed that 20 errors is a reasonable estimate of the major decisions for every mile traveled. The likelihood of the driver committing errors, based on the number of decisions, is substantial. Of significance are the errors committed by the other drivers. The American Institute of Research found in a study of 304 drivers that they made an average of 9 to 18 errors in each five minutes of driving. Of the 304 drivers, 97 percent made at least one error. Studies indicate that driving errors are a contributing factor in the majority of traffic accidents. In over 3,000 turnpike accidents during 1970, 86.5 percent were related to human errors. The time that it takes a driver to react to an emergency in order to make a quick stop is known as reaction time, and it is estimated to be on an average of ¾ second. At 60 miles (96.5 km) per hour, the distance traveled in this time span is approximately 66 feet (20 m). The distance a car travels after a driver applies the brakes (the braking distance) at 60 miles (96.5 km) an hour is approximately 182 feet (56 m). The stopping distance at 60 miles (96.5 km) per hour equals a reaction time distance (66 feet or 20 m) plus a braking distance (182 feet or 56 m) for a total of 248 feet (76 m). A driver should aliow a minimum of one car length of following distance for every 10 miles (16 km) per hour being traveled. Assuming a car length is 20 feet (6 m), the following distance at 60 miles (96.5 km) per hour should be six car lengths, or 120 ft. (37 m). (The instructor may develop a hypothetical case utilizing these figures.)

Session 3 Continued — Demonstrating Knowledge of Complex Skills

Subjects for Session 3 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
3.2 Decisions to Be Made in Complex Traffic Situations (10 minutes)	Parents will be able to describe the safest approach in driving through a heavily traveled intersection, including possible responses to traffic signals, traffic conflicts, and rights-of-way.	Parents will indicate the proper driving procedure to follow in an approach to and through a signal-controlled intersection; they will show special concern for pedestrians, other automobiles, signals, and crosswalks.
3.3 City Driving Tactics (30 minutes)	Parents will be able to evaluate city driving situations and determine proper skills to be practiced in safely making lane changes, making right and left turns at signalized intersections, controlling a car on hills, and parking parallel or at an angle.	Parents will describe the proper driving procedure to follow in making left and right turns in various turning situations at a signalized intersection in the city.
		Parents will describe proper automobile control to maintain when ascending or descending a hill.

[1] The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will discuss the proper approach and entry to intersections, including identification of traffic clues, such as pedestrians, automobiles, signals, and crosswalks.	*Approach and entry to a signalized intersection in light traffic.* Entering an intersection controlled by a light is an advanced maneuver and involves manipulative and perceptual skills, implementation of the right-of-way concept, sharing the highway with other users, and understanding the intent of the various traffic control devices: a. Approach on the red stop signal requires proper lane placement, effective communications with other roadway users, and smooth stopping procedures. b. Approach and entry on the green light requires the total skill and perception pattern. c. Approach on the amber light involves the total skill and perception pattern, with emphasis on the concept of identify, predict, decide, and execute, which was discussed in lesson 2.5, plus an understanding of the traffic control time. d. Intersection characteristics vary in structure as well as utilization. The driver must devise the best strategy for each intersection and one suited to the special characteristics of the particular location.
The teacher will discuss the techniques of making left and right turns at city intersections controlled by signals; the teacher will emphasize the yielding of the right-of-way. (Refer to Guide 17 and Guide 18 in Appendix A.)	*Left and right turns at a signalized intersection in light traffic.* (Refer to Guide 17 and Guide 18 in Appendix A.) The left turn is a high risk maneuver involving approaching vehicles, car control, and pedestrian traffic. The risk is reduced when drivers perform successfully any one or a combination of actions that result in their decreasing the possibility of being involved in an accident. The right turn is characterized by a sharp turning angle which forces the driver to consider pedestrians in crosswalks and vehicles making turns from the opposite side of the highway; the driver should also keep the following in mind: a. Speed control and braking procedures are essential in minimizing risk. b. Yielding the right-of-way is a legal requirement as well as a moral obligation. c. The variety of risks demands continuous scanning and evaluating, with emphasis on pedestrian actions. Making right or left turns at intersections markedly increases the chance of conflict with other highway users for these reasons: a. Traffic control devices are not always interpreted by the highway users in the same way. b. The high risk driver does not always read the traffic pattern as other drivers do. c. The driver's approach to the intersection is predominantly straight driving. d. Types of risks can change from one step of the turning maneuver to the next.
The teacher will indicate proper driving procedures to follow in ascending or descending hills; the teacher will emphasize car control, braking, and lane usage. (Refer to Guide 19.)	*Driving and parking on hills.* (Refer to Guide 19 in Appendix A.) Hill driving requires different skills and maneuvers from those required for driving along a busy street in the city. The parent and student must develop an awareness of these differences and drive appropriately; they should also remember the following:

Session 3 Continued — Demonstrating Knowledge of Complex Skills

Subjects for Session 3 (and suggetsed time for lesson)[1]	Performance objectives for parents	Learning activities for parents
3.3 Continued City Driving Tactics (30 minutes)		Parents will describe proper parallel and angle parking procedures on a hill-type street with curbs.
3.4 Dynamics of the Traffic Scene (20 minutes)	Parents will be able to distinguish between the skills required for driving on freeways as contrasted to driving in business districts and in residential and suburban areas.	When discussing street entry procedures, parents will differentiate the driving skills required for freeways, residential districts, and business and suburban areas.
3.5 Emergency Situations in Driving (40 minutes)	When viewing an appropriate media showing emergency traffic situations, parents will be able to describe appropriate driver actions that would minimize possible conflicts.	In the role of a driver, parents will describe the proper techniques to follow in responding to emergency situations.

[1] The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

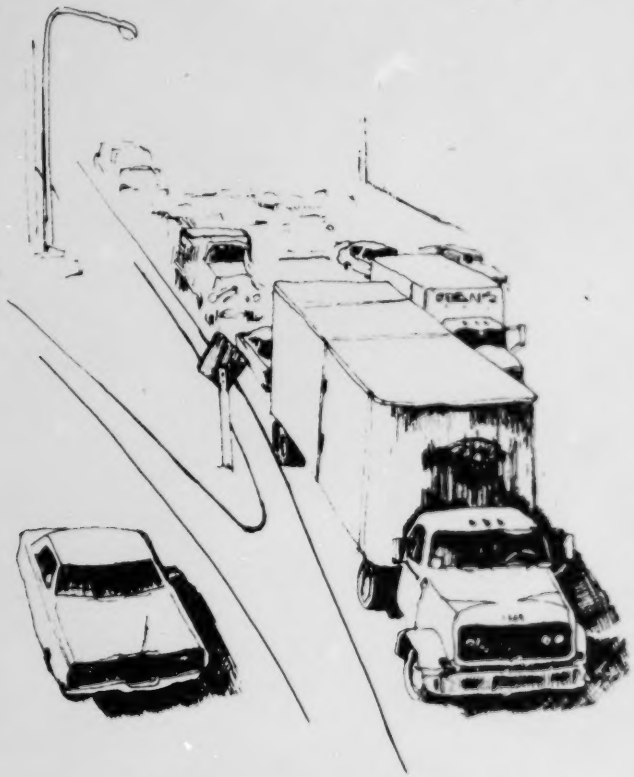
Teacher management activities	Content of parent participation program
	a. Whenever possible, sight distance should be appreciably greater than stopping distance. b. Curves on hills create hazards that must be reduced through speed control and proper lane position. c. Other users of hilly streets, especially when there are large vehicles in front of the driver's car, provide additional hazards. d. The effects of natural laws (inertia, friction, gravity) have great impact on driving strategy. e. Coordinating the actions of the accelerator, brake, and gear shift is critical in order to drive safely in hilly areas.
The teacher will indicate the proper techniques for parking the automobile on up and down grades, with emphasis on curb approach, position of right front wheel, and car security. The hill driving segment of a film on city driving and parking may be used. (Refer to Guide 19.)	Hill parking involves increased car control in an area comparatively new to students, and the students should be reminded of the following: a. The skill required to park on hills is, to a great degree, interrelated to the natural force of gravity, and parking on hills introduces a problem of coordinating the actions of the accelerator, foot brake, and parking brake. b. Parking on hills is a new experience and involves the proper front wheel relationship to the curb. Procedurally, a right turn against the curb should be made when parking on a downhill grade. A left turn should be made when parking a car in an uphill position against a right curb. c. The parent and student are referred to Section 22509 of the California Vehicle Code for requirements on hill parking. *Angle and parallel parking.* (See Guide 20 in Appendix A.)
The teacher will alert parents to the effects of freeway velocitization (to misjudge one's speed or to become drowsy from driving for long periods of time at a high speed). The teacher will also discuss the problems attendant to the driver's inability to adapt to surface street driving requirements, such as cross traffic, speed limits, pedestrians, two wheeled bicycles, and slow moving heavy equipment.	*The dynamics of the traffic scene.* The traffic scene is continually changing, and the driver's alertness to the clues present in all driving areas will tend to lower the risks involved. The following should be kept in mind: a. The transition from freeway to surface street driving introduces such new traffic elements as boulevard stops, crosswalks, signals, intersections, pedestrians, bicyclists, and blind intersections. b. The tendency of the freeway to velocitize the driver demands a rapid change in scanning and evaluation. c. Each driving area has unique traffic elements and clues.
The teacher will introduce the film *Handling Emergencies* or a similar film and discuss the various driver actions and reactions needed to meet individual situations and conditions.	*Emergency situations and driving procedures.* The actions of drivers are the principal determinants in most traffic accidents. Emergencies are created most often by driver error or mechanical failure. Driver errors, either first or second party, include skids, rear-end collisions, quick stops, and quick maneuvers. Mechanical failures include stuck accelerators, loss of braking (brake failure), unplanned hood releases, and tire blow-outs. Employing the identify-predict-decide-execute concept (see subject 2.5) and having the automobile inspected reduce the possibilities of emergencies. Studies indicate that inadequate driver responses lead directly to accidents, and the driver's inability to respond is due to a lack of encounters with the situation. Therefore, it is very helpful for student drivers to be given the opportunities to respond to simulated emergencies in isolated areas.
The teacher should allow time for comments and questions about the topics covered and review the major points presented in Session 3. The teacher should also indicate some of the topics to be covered in Session 4.	

Session 4 Learning to Drive Defensively

Major Objective for Session 4 of the Driver Education Parent Participation Program: The parent will describe the concept of defensive driving and its relevance to the driving task.

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.1 Freeway Driving (suggested time: 25 minutes)	Parents will be able to identify the basic skills essential for entering, driving on, and leaving a freeway: a. Understanding freeway entry and exit signs and lane control devices b. Describing on-ramp procedures c. Blending in traffic d. Applying the concept of identify, predict, decide, and execute (See lesson 2.5.) e. Exiting to a surface street	Parents will identify and interpret the meaning of signs, signals, markings, and other freeway control devices. When shown a diagram or a picture of a freeway on-ramp, parents will indicate the traffic clues and driver responses for a safe approach (optional lesson). Parents will view a five-minute film segment of an appropriate media depicting a driver on the on-ramp approaching the freeway entry lane, and then they will describe the proper procedure for blending into the vehicular flow of traffic (optional lesson).

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.



Parents will be able to identify the basic skills required for entering a freeway.

Teacher management activities	Content of parent participation program
With reproduced pictures, transparencies, or models of freeway-related traffic control devices, the teacher will discuss the reasons for the installation, the signs, their meaning, and purpose. Emphasis will be placed on freeway entrance signs; road directional markings and lane markings; wrong way and do not enter signs; merging traffic, this lane only, exit speed, and speed limit signs; and emergency parking and unique signs. (It is suggested that if models are available, such control devices be placed in a conspicuous room location before class begins.) (See "Guide 21: Freeway Driving.")	*Control devices.* Freeway control devices are designed to provide for the free, safe, and effective flow of freeway traffic and are similar in structure and role as those for surface streets. The basic role of these signs, signals, and markings is to provide for driver safety. At the high speeds permitted on freeways, side vision is diminished and drivers have a shorter time to interpret signs as compared to the time they have on low speed highways. Thus, the following precautions have been taken: a. More signs are provided than are provided on other types of thoroughfares, and they are in positions for easy reading. b. Location signs are larger and more visible than signs on surface streets. c. Direction and location information is generally provided by signs more clearly than on many surface streets. d. The role of pavement markings are to prevent vehicle conflict. e. Because of the number of wrong way freeway accidents, on-ramps are especially marked and controlled.
The teacher will distribute diagrams of a freeway on-ramp, with various types of traffic clues included in the drawings, and invite parents to indicate implications for safe driving procedures (optional lesson).	*Freeway on-ramps.* On-ramps pose special problems for freeway users: a. The location of an off-ramp, even though well marked, may suggest an on-ramp appearance to the driver. b. Because of the location of some on-ramps, the entry from a surface street to a freeway must be planned far in advance of the turn. c. Accident statistics indicate that off-ramps are often interpreted by motorists as on-ramps. Proper posting of off-ramps have helped reduce these misinterpretations. d. Freeway entrance and vehicles prohibited signs, pavement markings, and road construction signs "lead" the driver into proper freeway channeling.
As optional lessons, the teacher will introduce the following: a. Segment of a film or videotape showing freeway on-ramp and entry lane (acceleration ramp). Then discuss entry, blending, proper gear control, and lane utilization. b. Segment of a film showing freeway driving. Then discuss the drivers' need to *identify* the traffic clues and elements, *predict* drivers' actions, *decide* upon the action to take, and *execute* these plans to drive safely on the freeway. c. Segment of a film or videotape showing a freeway exit. Then indicate proper exiting procedure, with emphasis on proper lane selection, exit speed, signalling, and surface street entry.	*Blending.* Blending in freeway traffic is the introductory maneuver for the student. (See Guide 21 in Appendix A.) A successful entry will provide the confidence so essential for the student in making subsequent maneuvers, and the student should be told the following: a. The special characteristics of freeways require a driver to use special skills and strategies.

Session 4 Continued — Learning to Drive Defensively

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.1 Continued Freeway Driving (suggested time: 25 minutes)		

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

The student must be taught that freeway speeds decrease the time available for making decisions.

Parents will view a five-minute film segment of an appropriate media depicting a driver on the freeway involved in semi-heavy traffic, and then they will describe how the driver would identify, predict, decide, and execute (optional lesson).

Parents will view a five-minute film segment of an appropriate media depicting a driver learning the correct utilization of the freeway off-ramp onto a surface street, and then they will identify the safest procedures to follow in exiting the freeway (optional lesson).

Teacher management activities	Content of parent participation program
	b. The identify-predict-decide-execute concept, which was learned in previous lessons, pays off in blending and should be practiced continually. c. Driver position and speed in relation to other vehicles and freeway lanes provide initial clues for blending. The student should enter a freeway in an available gap in the outside lane. d. Blending in freeway traffic brings into play all the skills, concepts, and maneuvers previously learned and developed. e. Speed control is basic to entering the freeway at normal traffic speed. Reduction or increase of speed in order to enter at a normal traffic speed depends upon the proper use of the accelerator and foot brake. f. Lane selection depends upon the speed determined by the driver and his or her destination. The beginning driver should select the slow lane and maintain the speed of other drivers in that lane. g. High speed driving on freeways requires major adjustments in scanning techniques. h. Maintaining the normal speed of traffic reduces the risk of being hit from the rear. i. Allowing a large space cushion between you and the car ahead is essential when you are traveling at high speeds.
The teacher will introduce the film, *Freeway Driving Tactics*, or an appropriate film on freeway driving and discuss freeway entry, car control, lane utilization, the identify-predict-decide-execute concept, signals, and exits.	*Clues in freeway driving.* The student is reminded that because of freeway speeds, time segments are decreased for decision making. Traffic clues are different from those on surface streets and are generally restricted to the following: a. Automobiles moving in the same direction the student is moving and passing his or her automobile b. Automobiles to the rear and front of the student and moving in the same lane the student is in c. The unlikeliness of sudden stops but the extreme danger they present when they occur d. Signs and markings e. On-ramp and off-ramp traffic f. Emergencies *Exits from freeways.* Exiting from the freeway can be more effective and accomplished with less risk if the drivers know and plan their intended route, and they should remember the following: a. Planning ahead, selecting the proper lane position, and maintaining a safe speed lower the risk factor. b. Off-ramp speed signs prepare drivers for exiting at safe speeds and prepare them for surface street entry. c. Traveling on surface areas (residential, business, urban) dictates a speed control dissimilar to that on freeways. A different set of clues exist on surface streets.

Session 4 Continued — *Learning to Drive Defensively*

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.2 The Driving Record (6 minutes)	Parents will be able to summarize the role of individual driving records in the approach to traffic safety.	With direction from the teacher, parents will determine the effect their and their child's driving behavior and records have on the total traffic safety program.

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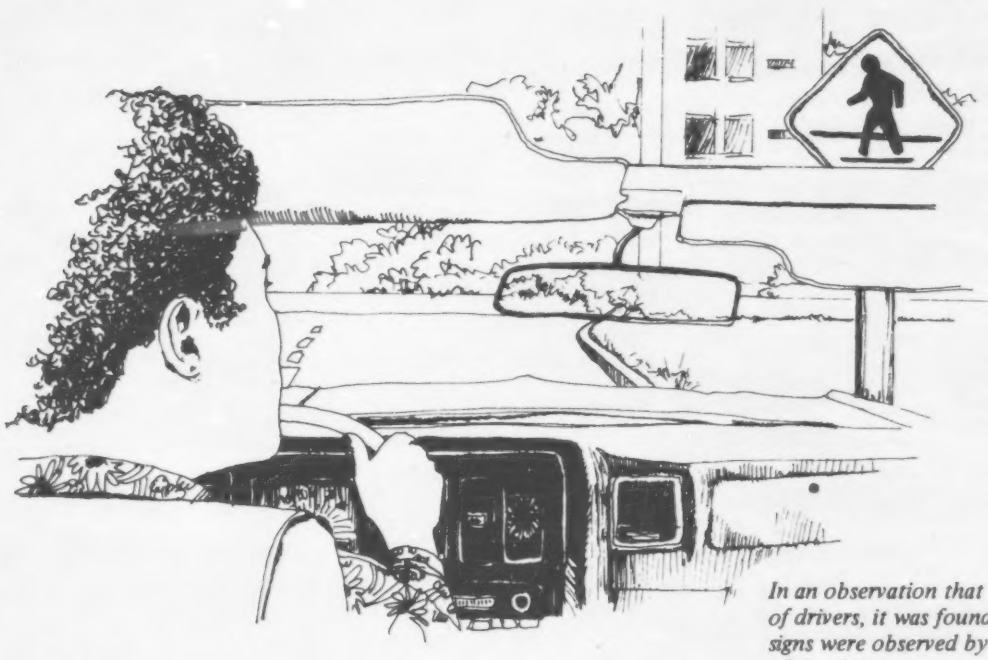


In an observation that was made of a number of drivers, it was found that pedestrian crossing signs were observed by only 15 percent of the drivers.

Teacher management activities	Content of parent participation program
The teacher will elicit group response to this open-ended statement: "The average driver who drives 10,000 miles (16 090 kilometres) yearly makes 25,000 driving errors." The discussion should be directed toward this statement: "Driving is everybody's business."	*The driving record.* Driving is everybody's business can best be described by relating people's involvement in transportation to their personal role in traffic safety, and the following statistics help emphasize the significance of driving in contemporary society: a. Highway transportation consists of more than 100 million vehicles and operators who travel in excess of 100 billion miles (160.9 gigametres) a year on 3.5 million miles (5.6 megametres) of roadway. b. Highway transportation involves millions of people in the task of producing vehicles; building roads and parking facilities; providing supplies and services for vehicle owners; and informing, educating, and controlling drivers. c. Millions of people are engaged in occupations directly related to developing and managing highway transportation. More than 100 million people are licensed operators. In 1975 in California 12,933,000 registered motor vehicles traveled 132,600,000 miles (213 353 400 kilometres). d. Operating a motor vehicle is a complex task that the average driver performs for 300 hours a year. In a lifetime the driver will have driven approximately 375 weeks at an expenditure of $50,000. e. The demands of driving and the consequences resulting from poor performance place driving as one of the most hazardous activities people engage in. f. The dynamics of the driving scene, the multitude of decisions to be made, the constant scanning, and the continual evaluation of the traffic elements allow little time for anything but the driving task. The inexperienced driver tends to pay less attention to vehicles surrounding his or her car in congested traffic than the experienced driver does. g. Research indicates that: (1) Accident producing distractions outside the car are other vehicles and scenery. (2) The review of 1,000 accident reports indicated that 27 of the drivers diverted their attention to some other traffic element immediately prior to their accidents. (3) Accident producing distractions inside the car are children, passengers, smoking, eating, and drinking. (4) Driver distraction caused by conversation or activity with passengers was a primary or contributing factor noted in 63 out of 1,000 accident reports reviewed. (5) In an observation of a number of drivers, it was noted that speed control signs were observed by about 75 percent of the drivers passing the signs; traffic control signs, by about 66 percent; road warning signs, by about 25 to 50 percent; and pedestrian crossing signs, by about 15 percent. (6) In an observation of a number of drivers, it was noted that changes in posted speed limits by as much as 30 miles (48 kilometres) per hour had practically no influence on the speed at which drivers operated their vehicles.

Session 4 Continued — Learning to Drive Defensively

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.3 The Negligent Operator (6 minutes)	When the negligent operator is discussed, parents will be able to describe the effect such operators have on all those who use the streets and highways of the state.	When the California negligent operator is described by the teacher, parents will determine whether their personal driving records make them potential negligent operators.
4.4 Driver Improvement (20 minutes)	Parents will describe the various approaches to resolving the problems created by negligent operators and drinking drivers.	Parents will view the film, *Traffic Court* or *None for the Road*, and learn what legal prerogatives are available to the court to alleviate current traffic problems.
		Parents will identify the alcohol and drug problems and their relationship to the driving task. Viewing the 35mm filmstrip entitled *The Junkyard* may be useful with this optional lesson.

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
The teacher will write the following on the chalkboard: 4 points in 12 months 6 points in 24 months 8 points in 36 months Then the teacher will encourage group response to the meaning of the figures and ask the parents to relate the figures to their personal driving records. The teacher will also discuss the negligent operator program.	*The negligent operator.* The California negligent operator program has, as its purpose, accident prevention. Drivers are considered to be negligent operators if they accumulate 4 points in 12 months, 6 points in 24 months, or 8 points in 36 months. The points are determined in the following way: a. A traffic conviction for driving a motor vehicle unsafely on a highway counts 1 point. b. Many unsafe equipment violations also count as 1 point. c. A driver responsible for an accident receives 1 point. d. Convictions for reckless driving, drunk driving, striking an unattended vehicle without notifying the owner, and hit-and-run property damage count as 2 points. Negligent operators may be in danger of losing their driver's licenses and be called to a hearing by the California Department of Motor Vehicles to discuss their driving records with a driver improvement analyst. The analyst can recommend: a. Probation, provided the driver has no more violations b. Suspension for a limited time c. Revocation for a minimum of one year after which the driver must apply for a new license
The teacher will introduce and then lead a discussion of the film, *Traffic Court* or *None for the Road.* The teacher will also discuss the court's efforts and legal options for improving drivers and their driving.	*Driver improvement.* Driver improvement courses are offered in most public school districts and usually at the adult level. Drivers, not necessarily negligent operators, are often referred by municipal traffic court judges to the school in which the courses are held. The purpose of the courses is to improve the driving performance of the violators. Other prerogatives of the court include a fine, imprisonment, suspension of the driving privilege, and recommendation for revocation of a license or dismissal of the charges. However, court action is defined and limited by California law. The California Penal Code, as an example, requires that any intoxicated person who, while driving, causes the death or injury of any other person be imprisoned in a state prison for a period not exceeding five years or a county jail for no more than one year, or that the person be fined no more than $500, or that the intoxicated driver be imprisoned and fined. (See California Penal Code Section 367e.) In addition the California Vehicle Code defines the offense and penalty for driving while under the influence of alcohol and causing bodily injury to any person. (See California Vehicle Code Section 23101.)
The teacher will introduce the 35mm filmstrip, *The Junkyard,* and encourage parent responses, with emphasis on personal evaluation and self-discipline (optional lesson).	*Drinking Drivers.* The drinking driver is one of the major causes of serious accidents on the highways. For example, 1,904 persons were killed in 1,769 fatal accidents in 1974. In that same year, drinking drivers were involved in 35.4 percent of the fatal accidents and 13.3 percent of the injury accidents. These figures apply to drivers who had been drinking any amount, not just drunk drivers. On the one hand, these figures may be underestimates, because not every instance of drinking is discovered by the investigating officer; on the other hand the figures may be overestimates of alcohol's causal role in fatal accidents, because not all accidents involving drinking drivers are caused by drinking. Consequently, the percentage of fatal accidents caused by drinking is estimated to be between 30 and 50 percent. Alcohol is a factor in only 6 percent of all accidents.

Session 4 Continued — Learning to Drive Defensively

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.4 Continued Driver Improvement (20 minutes)		
4.5 Emergency Driving Procedures (10 minutes)	Parents will be able to determine basic safety procedures to follow in emergency driving situations.	Parents will review and discuss the basic safety procedures discussed in "Guide 22: Emergency Driving Procedures," which appears in Appendix A.
4.6 The Automobile and the Environment (5 minutes)	Parents will be able to identify the effects of the automobile on the environment.	Parents will review and discuss "Guide 24: The Automobile and the Environment."

[1]The suggested time allotment for specific lessons, which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
	The police made 275,500 arrests for drunk driving in 1974; 3,500 were arrested for felonies, and 3,700 of those arrested were juveniles. The police have placed increasing emphasis in recent years on the apprehension of the drinking driver. For example, in San Diego a special enforcement squad was created in 1965, and this squad doubled the number of drunk driving arrests. The police have been assisted by the passage of the implied consent law, which requires suspected drunk drivers to take a chemical test for blood alcohol or face a six months suspension of their driver's licenses by the Department of Motor Vehicles (DMV). The DMV suspended 22,250 licenses for that reason in 1974. The courts found approximately 60 percent of those arrested guilty of drunk driving. There were 160,000 convictions in 1974, and 110,000, or 69 percent, were for first offenses. A survey in six counties found that 16 percent of those who were arrested for drunk driving had their charges reduced to reckless driving.
The teacher will refer parents to "Guide 22: Emergency Driving Procedures" and lead a discussion on appropriate procedures to follow when accelerators stick, brakes fail, skids occur, tires blow out, and emergency vehicles appear in the driving scene.	*Emergency driving procedures.* The content for this lesson is covered in the content section of lesson 3.5 and in Parent Participation Guide 22. (This lesson is intended to help parents review, expand, and reinforce the most critical points emphasized in lesson 3.5.)
The teacher will discuss the relationship of the automobile to survival in natural and man-made disasters and to other users of highways. (See "Guide 23: Other Users of the Highways.")	
The teacher will discuss the relationship of the automobile to environmental conservation. (See "Guide 24: The Automobile and the Environment.")	*The automobile and the environment.* The California Education Code requires that conservation of resources and protection of the environment be taught in appropriate grade levels and subject areas, grades one through twelve. This legislative mandate provides driver education teachers with an opportunity to make an important contribution to environmental improvement by helping students understand the effect of the automobile on the environment and the need for reducing or eliminating the harmful aspects of automobiles. The following topics are suggested for discussion: a. The need for keeping the automobile in good repair, with all pollution reducing devices connected and operating properly b. Development of driving habits and techniques which reduce excessive exhaust pollution c. The importance of using low pollution level fuels whenever possible d. The need for public patronage of and support for rapid transportation systems e. The necessity for public support of governmental and industry efforts to produce low emission vehicles and the willingness to accept the additional costs of such vehicles when such costs are justified f. The effect of highway development on the environment and the importance of considering human, aesthetic, and natural values in the planning and construction of highways g. Use of car pools and the elimination of unnecessary auto use

Session 4 Continued — Learning to Drive Defensively

Subjects for Session 4 (and suggested time for lesson)[1]	Performance objectives for parents	Learning activities for parents
4.6 Continued The Automobile and the Environment (5 minutes)		
4.7 Review of Course (10 minutes)	Parents will summarize the major points of emphasis of the Driver Education Parent Participation Program.	Parents will review the major emphasis of the course and discuss the major points that were covered with the instructor.
4.8 The Parent's Role and Responsibility in the Continuing Program of Driver Education (20 minutes)	Parents will determine the extent of their continuing involvement in the driver education program.	Parents will evaluate the recommendations discussed in class for in-car involvement with their son or daughter and determine a personal program of partnership.
4.9 Evaluation (20 minutes)	Parents will provide evaluation data by completing a questionnaire relative to the parent participation course. (See Appendix E.)	Parents will complete the questionnaire designed to elicit their responses and reactions to the Driver Education Parent Participation Program.

[1]The suggested time allotment for specific lessons which appears in parentheses following each subject title, is based on approximately 120 minutes of actual instructional time per session. However, the time for optional lessons is not included in the 120 minutes.

Teacher management activities	Content of parent participation program
	h. Proper use of off-the-road vehicles in order to avoid damage to the natural environment i. The proper disposal of litter, junk cars, and other waste products of the auto age
The teacher will review the subjects that were covered in the program and provide a brief commentary on each.	
The teacher will develop significant parent-student guidelines for parent consideration and decision in the areas of: a. Readiness for the driving tasks b. Readiness for the driver's license c. Solo driving on a regular schedule d. Night, foul weather, and cross-country driving e. Parental control of car use as contrasted to unlimited use	
The teacher will explain and ask the parents to complete a project questionnaire on the Driver Education Parent Participation Program. (See Appendix E.)	

Parents and teacher will evaluate the Driver Education Parent Participation Program.

Establish a good system of communication before the first lesson begins.

Appendix A
Guide for Parents in the Driver Education Parent Participation Program

Guide 1

The Big Ten

A major objective of the Driver Education Parent Participation Program is to develop efficient and responsible young traffic citizens. To achieve this, time and effort must be expended by both parents and the school in a cooperative manner.

A positive partnership between the parent and the student depends, in part, upon understanding and good communication. By following these "Big Ten" guides, parents should be able to establish a good student-parent partnership:

1. Be patient, sympathetic, and understanding of your student and show him or her respect.
2. Keep a calm voice. Be composed.
3. Establish a good system of communication before the first lesson in the automobile.
4. Drive the automobile to a quiet area for your student's first lesson or two.
5. If you do not believe your student is ready to cope with a hazardous traffic situation which appears to be imminent, have him or her pull over to the curb side of the road and wait until the traffic clears.
6. In the early stages, have your student take practice driving sessions of 20 to 30 minutes rather than longer sessions.
7. Expect mistakes in the early lessons, but help your student strive for increasing his or her control of the automobile and for following the proper sequence of procedures.
8. Require higher levels of performance as the lessons progress.
9. In freeway driving, select a freeway that is comparatively light in traffic.
10. As the lessons progress, let your student make more decisions.

Guide 2

Student-Parent Driving Schedule

1. Initial lessons should be 20 to 30 minutes in length. As the student progresses, driving sessions may be increased from 30 to 45 minutes. If possible, lessons should be scheduled during daylight hours.
2. In-car lessons are usually taught at the school in regular daily intervals. It is recommended that parent-student in-car practice driving also be held at regularly scheduled times.
3. The first few minutes of the driving session should be devoted to reviewing the previous lesson(s). This time should be in addition to the 30 to 45 minute driving period.
4. The parent and student should agree upon the location of the practice area.
5. After reviewing the previous lesson, the parent and student should devote the next few minutes to a discussion of the lesson(s) for the day. The parent may demonstrate the specific maneuvers for this lesson. Demonstrations should be brief, limited to a specific maneuver, and performed slowly and with adequate explanation.
6. The daily lesson(s) should include a review of the skills that were learned in the previous lesson(s).
7. Part of the session should be devoted to reviewing the lesson(s) of the day. Additional practice should be given if it is needed.
8. Student progress, including comments, should be recorded for each lesson. (A sample checklist for parents is presented as Guide 25 in this appendix.)

Guide 3

Responsibilities and the Driving Privilege

Listed below are various parental responsibilities commonly associated with licensing to drive in California:

1. Furnish proof of financial responsibility.
2. Drive according to traffic laws.
3. Register your vehicle annually.
4. Do not drink and drive.
5. Drive with concern for yourself, other drivers, and pedestrians.
6. Report all personal injury accidents.
7. Notify the Department of Motor Vehicles of a change in residence.

Guide 4

Steps Towards Licensing

1. Enroll in the laboratory phase of driver education.
2. Obtain an "Instruction Permit" from the Department of Motor Vehicles. (Minimum age is fifteen years.) The steps to follow in obtaining this permit follow:
   a. Complete classroom driver education.
   b. Enroll in the high school in-car driver education course.
   c. Obtain a copy of the Department of Motor Vehicles Form DL-391, which indicates that the student is enrolled in the laboratory phase of driver education. (Copies of Form DL-391 will be distributed in the parent participation class.)
   d. Obtain a copy of the "Minor's Application for a Driver's License or Instruction Permit" (Department of Motor Vehicles' Form DL-44A).
   e. Have the application for a driver's license processed. In order to have this done, the student must (1) have a completed copy of Form 391; (2) have verification of birth date (for example, birth certificate, baptismal document, passport, visa, armed forces ID card, immigration registration card); (3) successfully pass visual and hearing tests; and (4) have the parent or guardian guarantee personal liability by signing the application, (Form 44A). (Parents or guardians need not appear at the Department of Motor Vehicles' office to sign the application.)
   f. Pay the necessary fee to the Department of Motor Vehicles for the "Instruction Permit."

      The "Instruction Permit" is issued to the student to do practice driving on public streets and highways. The student cannot drive alone with this permit; he or she must be accompanied by a person eighteen years of age or older who possesses a valid California unrestricted driver's license.

      It is important that parents or guardians and students know that a student license is issued by the school for purposes of in-car driver education only; it is not to be confused with the "Instruction Permit."

      The student is never in possession of the student license.

      Once the "Instruction Permit" is issued to the student, it is always in his or her possession while driving under the supervision of a license holder eighteen years of age or older. After completing in-car driver education, the student is eligible to complete the Department of Motor Vehicles' road test if he or she is sixteen years of age or older.

   g. The written test for operating a motorcycle may be taken at the same time as the written test for operating an automobile is taken. It is recommended that the applicant study the rules on motorcycle use before taking the test.
3. Practice drive with parent.
4. Complete in-car driver education.
5. Drive to a Department of Motor Vehicles' office with a licensed person eighteen years of age or older.
6. Successfully complete the Department of Motor Vehicles' road test. (See Form DL-179.)
7. Complete the processing for a driver's license.

Guide 5

Automobile Orientation Checklist

I. Locating and Explaining Parts of Automobile

Put a check next to each part of the automobile the student is able to locate, identify, and explain the purpose of:

A. Electrical System

____1. Battery
____2. Generator or alternator
____3. Voltage regulator
____4. Coil
____5. Distributor
____6. Spark plugs
____7. Starter motor

B. Fuel System

____1. Fuel pump (relation to gas tank)
____2. Sediment bowl
____3. Carburetor
____4. Air cleaner
____5. Manifold
____6. Accelerator
____7. Choke (automatic or manual)

C. Cooling System

____1. Radiator
____2. Fan and fan belt
____3. Water pump
____4. Thermostat
____5. Hoses and connections

D. Maintenance Checks

____1. Water in battery
____2. Water or coolant in radiator (check only when cool)
____3. Oil level
____4. Fan and fan belts

E. Instrument Panel–Instrument Panel, Gauges, and Indicators

____1. Speedometer (speed indicator)
____2. Odometer
____3. Ammeter of generator alternator charge light
____4. Oil pressure light or indicator
____5. Fuel gauge
____6. High and low beam lights

F. Controls

____1. Heater/air condition units
____2. Radio

G. Driving Controls

____1. Clutch pedal (manual shift only)
____2. Foot brake pedal
____3. Accelerator pedal
____4. Gear shift control
____5. Parking brake
____6. Steering wheel

H. Safety Aids

____1. High-low beam light switch
____2. Windshield wipers
____3. Sun visors
____4. Ventilators
____5. Horn
____6. Defrosters

II. Taking Precautions

Indicate with a check whether the student does each of the following before and after getting into the automobile:

A. Before Entering Auto

____1. Inspects the outside of the car
____2. Checks tires
____3. Checks traffic
____4. Enters from curb or walks around facing traffic

B. After Entering Automobile

____1. Closes and locks doors
____2. Adjusts seat
____3. Adjusts mirrors
____4. Adjusts and secures seat belts and shoulder harness
____5. Checks ventilation
____6. Checks brake pedal reserve

III. Following Good Procedures

Indicate with a check whether student does each of the following before and then after starting the engine:

A. Before Starting the Engine

____1. Checks parking brake for set position
____2. Presses down clutch pedal (manual shift only)
____3. Shifts into park or neutral position
____4. Turns on ignition switch
____5. Starts the engine

Continued

Guide 5 Continued

Automobile Orientation Checklist

B. After Starting the Engine

____1. Accelerates gently
____2. Observes gauges
____3. Checks windshield wipers (during inclement weather)
____4. Checks posture and hand position

SUGGESTIONS FOR PARENTS

- Stress the value of gauges in terms of preventive maintenance.
- Explain the various keys for the automobile.
- Adjust inside and outside mirrors.
- You may wish to have the student study the car owner's manual.

Make certain your student adjusts inside and outside mirrors before moving the automobile.

Guide 6

Moving and Stopping the Car

Starting the Automobile–Automatic Transmission

1. Check parking brake.
2. Check to make certain gears are in park or neutral.
3. Press gas pedal to floor; set automatic choke. Then cover brake pedal with right foot.
4. Start engine.
5. Check gauges.
6. Select proper gear; shift to drive.
7. Release parking brake.
8. Check traffic.
9. Signal intention and enter first lane of traffic.
10. Accelerate slightly.

Braking

1. Use right foot to stop car.
2. Place ball of foot on brake pedal.
3. Understand meaning of "cover brake."
4. Maintain brake pressure to prevent "creeping."

Stopping and Securing the Automobile

1. Check rearview mirror, signal, slow down, and keep alert.
2. Stop (right foot on brake).
3. Shift into park.
4. Set parking brake.
5. Turn off all electrical accessories (lights, radio, wipers, air conditioner).
6. Turn off engine and remove key.

Backing

1. Place right foot on brake.
2. Shift into reverse gear.
3. Place left hand at the top of wheel (12 o'clock position–both hands may remain on wheel).
4. Turn head to right.
5. Look over right shoulder out of rear window.
6. Move slowly; control speed.
7. Steer wheel in the direction you want rear of car to go.

SUGGESTIONS FOR PARENTS

- Sit in such a position as to be able to place your left hand on the steering wheel if necessary.

  In an emergency be ready to place the selector level in neutral or to turn off the ignition.

  When the engine is cold and prior to starting engine, have student apply full pressure to accelerator pedal to set automatic choke.
- Be sure car is moving while turning; it is easier to turn the steering wheel, and it causes less mechanical wear on the vehicle.
- Stress the importance of covering the brake. "Cover brake" means placing right foot on the brake with slight pressure. Be ready to stop.
- Give instructions clearly and calmly.
- Eliminate use of the words right and left when backing.
- Insist that student glance in rearview mirror before slowing or stopping.
- Always look in the direction the car is moving.
- You may wish to use the checklist in Guide 25 in connection with this guide.

Guide 7

Approaching and Leaving Curbs

Steering and Turning

1. Use 10 and 2 o'clock hand position on steering wheel.
2. Use hand-over-hand steering technique, grasping wheel on outside.
3. Center car in lane.

Leaving the Curb

1. Check mirrors for opening in traffic; if car is coming and it would create a hazard to leave the curb, do not signal your intention to pull out. Wait until it is safe to leave.
2. Signal left.
3. Glance over left shoulder.
4. When clear, start to pull away from curb.
5. Glance over left shoulder.
6. Turn signal off and accelerate to driving speed.

Stopping at Curb

1. Check rearview mirror.
2. Signal with arm, cover brake, and place right hand on top of steering wheel.
3. Glance over right shoulder; look along curb.
4. Brake gently, stopping car.
5. Move gear selector lever to park.
6. Apply parking brake.
7. Turn ignition key to off. Remove key.

SUGGESTIONS FOR PARENTS

- After all traffic checks have been made and it is safe to leave, make certain student does not delay in leaving the curb.
- Strive for smooth braking, acceleration, and steering control. (Repeat drills if necessary.)
- Have student position hands at the 10 and 2 o'clock positions when driving.
- Use brakes only when necessary.
- Recommend that heel be placed on floor at base of accelerator.
- Follow correct techniques as outlined and taught by the in-car driver education teacher.
- In approaching the curb, suggest specific stopping points such as "pole," "tree," or "post."
- You may also wish to use Guide 25 in connection with this guide.

Use an arm signal for a left turn to indicate that you are going to pull out from the curb.

Guide 8

Right Turns at Intersections

1. Check inside rearview mirror for traffic.
2. Signal intention to turn at least 100 ft. (30.5 metres) from turn.
3. Glance over right shoulder.
4. Position car 2–4 ft. (6–12 decimetres) from the curb if it is practical to do so.
5. Glance left, ahead, right, and left again.
6. Cover brake with right foot; slow to a safe speed.
7. Turn when the front bumper enters the intersection.
8. Turn hand over hand to complete the turn.
9. Unwind the steering wheel and return foot to accelerator. (After student gains satisfactory skill, the foot will be removed from brake to accelerate during turn recovery.)
10. Accelerate to proper speed.
11. Check rearview mirror for traffic that may be overtaking you.

SUGGESTIONS FOR PARENTS

In teaching students to make right turns at intersections, parents should give clear and simple directions early enough so that students will have ample time to make the turns. The parents, who may wish to use Guide 25 in connection with this lesson, should also remind the students of the following:

- Continually check traffic by using rearview and side mirrors.
- Observe the right-of-way rule at all times for other drivers and pedestrians.
- Approach turn in the correct lane, turn into proper lane, and remain in lane until turn is completed.
- Go slowly during the approach and while entering the turn.
- Practice right turns before attempting left turns.

Guide 9

Left Turns at Intersections

1. Check inside rearview mirror for traffic.
2. Signal intention to turn at least 100 ft. (30.5 m) from turn.
3. Glance over left shoulder.
4. Position car in the left lane.
5. Cover brake with right foot; slow to a safe speed.
6. Glance left, ahead, right, and back to left.
7. Glance left and turn wheel as the front bumper of the car passes the curb line on the street being entered.
8. Glance right and move foot to accelerator.
9. Return wheel to straighten car in lane and then accelerate.
10. Check inside rearview mirror for traffic.

SUGGESTIONS FOR PARENTS

In teaching students to make left turns at intersections, parents should give clear and simple directions early enough so that students will have ample time to make the turns. The parents, who may wish to use Guide 25 in connection with this lesson, should also remind the students of the following:

- Continually check traffic by using rearview and side mirrors.
- Observe the right-of-way rule at all times for other drivers and pedestrians.
- Approach turn in the correct lane, turn into proper lane, and remain in lane until turn is completed.
- Go slowly during the approach and while entering the turn.
- Practice right turns before attempting left turns.

Guide 10

Uncontrolled and Blind Intersections

1. Check for approaching traffic.
2. Observe traffic on side streets.
3. Check traffic control signs.
4. Look for pedestrians and vehicle traffic at intersections.
5. Signal and slow down to 10–15 miles (16–24 kilometres) per hour.
6. Check all oncoming traffic: left, right, left.
7. If the roadway is clear, accelerate to driving speed.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in approaching and crossing uncontrolled and blind intersections, parents should give clear and simple directions. The parents should also remind the students of the following:

- Watch for visual and sound clues as you approach the intersection.
- Observe any traffic control devices and signs.
- Check traffic entering the intersection, both right and left.

Guide 11

Safe Lane Changes

1. Check traffic ahead.
2. Glance in mirrors for breaks in traffic
3. Signal as the opportunity to change lanes approaches.
4. Check mirror and blind area. (Glance over shoulder.)
5. Change lanes; accelerate into break in traffic flow.
6. Cancel signal.
7. Adjust speed to traffic flow.

SUGGESTIONS FOR PARENTS

- Tell student to maintain speed while changing lanes and to check in rearview and side mirrors and over the shoulder, as appropriate.
- The glance over the shoulder must be carefully observed. Do not allow student to look back too long. He or she may lose sight of changing conditions in front or veer out of the traffic lane.
- The parent may wish to use Guide 25 in connection with this lesson.

Guide 12

Midblock Turnabout

1. Select a proper location for a midblock turnabout (wide enough, legal).
2. Signal right and pull to curb and stop.
3. Check traffic in both directions. Before beginning the turning movement, be sure there are no cars within 200 ft. (61 m).
4. When the traffic is clear, give left turn signal and pull away from curb.
5. Move forward; turn wheel hand-over-hand full left.
6. Accelerate slightly; control speed.
7. Brake as you approach opposite curb and complete turn in right-hand lane.
8. Check traffic in both directions.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making U-turns in the middle of a block, parents should remind their son or daughter of the following:

- Select a location at least 200 ft. (61 m) from an intersection.
- Practice visual search and scanning all during the maneuver.
- Minimize the time to complete the turnabout.
- Turn wheel the maximum amount in a minimum of distance.
- The car should be moving while you are turning the wheel.

Guide 13

Intersection U-Turn

1. Approach intersection in left lane as for a left turn.
2. Check traffic; signal for left turn.
3. Start turn as front bumper reaches center of intersection.
4. Use hand-over-hand method.
5. Complete turn in right-hand lane.
6. Accelerate to speed of traffic.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making U-turns at an intersection, parents should remind their son or daughter of the following:

- U-turns are not permitted at signalized intersections, unless there is a sign indicating "U-turn OK."
- Make a careful check of traffic from all directions before and while making the turn.
- Do not attempt U-turns at busy intersections.
- Shift to lower gear if necessary when using manual shift.

Guide 14

Three-Point or "Y" Turnabout

1. Select proper location (little traffic, legal, safe, and so forth).
2. Pull over to curb and stop.
3. When it is safe to do so, use proper procedures and leave curb.
4. Move ahead slowly and turn the steering wheel.
5. As you approach opposite curb, turn the wheel hand-over-hand to the right and stop before touching the curb.
6. Shift to reverse.
7. Check traffic.
8. Look over right shoulder.
9. Back slowly and turn wheel left rapidly just before stopping.
10. Shift to drive.
11. Check traffic.
12. When it is safe, move forward and complete turnabout.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making a three-point turnabout, parents should remind their son or daughter of the following:

- Select a narrow street location that is at least 200 ft. (61 m) from an intersection or other traffic hazards.
- Come to a complete stop at the curb prior to the maneuver.
- Check traffic from both directions and do not start the turn if cars are approaching within 200 ft. (61 m).
- Look over right shoulder when backing.
- Turn wheel right when within 3 ft. (9 decimetres or approximately 1 m) of opposite curb and left within 3 ft. (1 m) of the curb when backing.
- Stop the car before touching the curb.
- Make certain that car is always moving when the student is turning the wheel.

As you approach the opposite curb in a three-point turnabout, turn the wheel hand-over-hand to the right when you are within 1 metre of the curb.

Guide 15

Multilane Highway Driving

1. When entering a highway from a side street, obey all traffic controls: stops, traffic signals, and yield signs.
2. Stress the proper approach to a multilane highway: check left, right, and left.
3. Signal and turn right onto highway in nearest available lane when it is safe to do so.
4. Aim well ahead and check traffic in mirrors. Accelerate with the flow of traffic when entering multilane highways.
5. Observe traffic control signs and drive at a speed that is reasonable and safe. For every ten miles per hour, maintain at least one car length behind the vehicle ahead of you.
6. Check mirrors for traffic behind you, observe traffic ahead, and check for traffic from side streets.
7. Be aware of oncoming traffic and automobiles turning at intersections or from left turn lanes.
8. When approaching an uncontrolled intersection, cover the brake.
9. Keep eyes moving and get the big picture.
10. When it is safe, pull to curb and stop, using procedures learned in Guide 7.

SUGGESTIONS FOR PARENTS

- The student must come to a complete stop before entering main highway.
- Boulevard stops are made behind the restraining line. If there is no restraining line, the stop must be made behind the first line of the crosswalk. If there is no restraining line or crosswalk, the stop must be made before the front of the car enters the intersection.
- Observe this rule: "Always leave yourself an out."
- Observe brake lights of cars ahead and cover your brake if they appear.
- Caution the student to notice that all cars do not have brake lights that operate properly.
- Develop the ability to scan ahead for potential hazards.
- Check rearview mirrors often enough to know the traffic situation to the rear. (This may be as often as every 5 to 10 seconds.)
- Tell your student to cover the brake when he or she is approaching an intersection.
- Parents may also wish to use Guide 25 in connection with this lesson.

Guide 16

Intersection Controlled by a Signal

1. When approaching a signal-controlled intersection, and even if the light is green, cover the brake with the right foot.
2. Check cars ahead and retain proper distance behind them.
3. Glance in mirror for cars that are following you.
4. Glance left, right, and left before entering the intersection.
5. Check for pedestrians at corner.
6. Observe on-coming traffic for any cars that may be making illegal left turns.
7. Accept the right-of-way.
8. When you are through the intersection, accelerate to the flow of traffic.
9. Glance in rearview mirror.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making a proper approach to and in driving through a signal-controlled intersection, parents should remind their sons and daughters of the following:

- Get the big picture.
- Require and constantly remind the students to check mirrors as often as necessary to know the traffic situation behind them.
- Look ahead; glancing in the mirror prevents student from drifting out of traffic lane.
- "Read" the traffic signs and signals.
- Observe vehicles turning right.
- Observe for traffic control light that is changing. Remember that the yellow light warns motorists that the red stop light will be exhibited almost immediately, and motorists must stop on the red.
- Keep the eyes moving; intersections require more frequent driving decisions.

Guide 17

Right Turn at Intersection

1. Move into the turn lane closest to the curb.
2. Signal 100 ft. (30.5 m) from turn.
3. Check traffic.
4. Check for pedestrians in the crosswalk through which you will turn.
5. Cover brake with right foot.
6. Turn the wheel hand over hand to the right.
7. Start turn when front bumper enters intersection.
8. Turn right hand over hand.
9. Steer into traffic lane nearest the curb, unwind steering wheel, and accelerate.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making right turns on green lights at intersections in a city, parents should remind their sons and daughters of the following:

- Review procedures for making a right turn.
- "Read" traffic signs and signals.
- Treat a red light just as you would any stop sign.
- Signal your intentions to other drivers and pedestrians.
- Observe the right-of-way rule at all times for the other drivers and pedestrians.

Guide 18

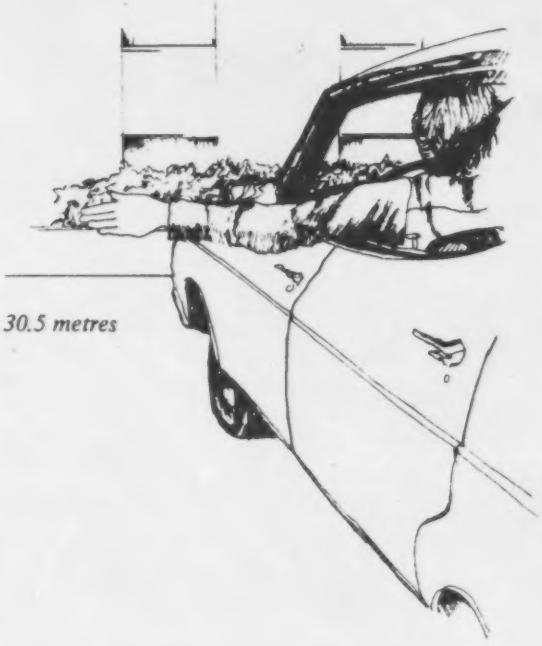
Left Turn at Intersection

1. Move into proper turn lane (closest to the center line) as soon as possible.
2. Signal 100 ft. (30.5 m) before turning.
3. Slow to 10 to 15 miles (16 to 24 m) per hour.
4. Check oncoming traffic.
5. Observe traffic control device for green light.
6. Check for pedestrians crossing the street into which you will turn.
7. Be ready to stop if necessary.
8. Allow all traffic near enough to be a hazard to continue through the intersection.
9. When it is safe to do so, turn when front bumper has passed the curb line on the street being entered.
10. Complete turn in lane nearest center line on a two-way street or in a lane near left curb on a one-way street.
11. Unwind the steering wheel.
12. Check mirrors and accelerate to the proper speed.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in making left turns on green lights at intersections in a city, parents should remind their sons and daughters of the following:

- Review left turn procedures.
- "Read" traffic signs and signals.
- Treat a red light just as you would any stop sign.
- Signal your intentions to other drivers and pedestrians.
- Observe the right-of-way rule at all times for the other drivers and pedestrians.



Signal your intention to turn 30.5 metres before making a left turn.

Guide 19

Driving and Parking on Hills in Cars with Automatic Transmissions

Starting on an Upgrade (using parking brake)

1. Set parking brake firmly.
2. Accelerate slightly until you feel the car pull against the brake.
3. Hold accelerator in this position.
4. Release the parking brake.
5. Accelerate to driving speed.

Starting on an Upgrade (using the brake pedal only)

1. Move left foot to brake and press.
2. Accelerate slightly until you feel pull of car.
3. Release foot brake and place left foot on floor.
4. Accelerate to driving speed.

Parking Downhill (with or without a curb)

1. Stop parallel to and about 6–18 inches (15–46 centimetres) from the curb.
2. Move forward slowly; turn the wheel one-half turn to the left.
3. Turn the wheel hand over hand to the right.
4. Stop as the right front wheel comes in contact with the curb.
5. Set parking brake and shift to park; then release foot brake.

Leaving a Downhill Parking Space (with curb)

1. Shift to reverse.
2. Release the parking brake.
3. Back slowly until you feel the car pull against the brake; release brake.
4. As the car moves away from curb, turn steering wheel to the left to straighten the front wheels.
5. Stop and keep foot firmly on brake pedal.
6. Shift to drive.
7. Check traffic.
8. Release foot brake gradually.

Parking Uphill (with curb)

1. Drive parallel to and within 6–18 inches (15–46 cm) of the curb.
2. Accelerate so that the car moves slowly forward, and turn the steering wheel sharply to the left.
3. Let up on brake control until car comes in contact with curb.
4. Shift to park; set parking brake.

Parking Uphill (without curb)

1. Turn the wheels to the right; thus, if the car rolls downhill, it will not roll across the street.
2. Shift to reverse; set parking brake.

Leaving Uphill (without curb)

1. Shift to drive.
2. Check traffic, signal, and let up on the brake. At the same time accelerate to avoid rollback.

Leaving Downhill Parking Space (without curb)

1. Shift to reverse.
2. Back slowly, turn front wheels left to straighten wheels, and stop.
3. Shift to drive.
4. Check traffic; signal.
5. Release foot brake and move into traffic when it is safe to do so.

SUGGESTIONS FOR PARENTS

Parents may find Guide 25 helpful, and they should also remind their sons and daughters of the following:

- Avoid curves and steep hills for parking practice.
- Check traffic to the rear.
- Cover brake while driving downhill.
- Gas pedal pressure is seldom needed when driving downhill.
- Practice downhill brake control.

Guide 20

Angle and Parallel Parking

Entering Angle Parking Space

1. Give the appropriate mechanical direction signal, and hand signal your intention to slow down or stop.
2. Position car approximately 6 ft. (1.8 m) from parked vehicles.
3. While the car is moving, turn steering wheel sharply when car's wheels are even with near side of parking space.
4. Check for sufficient clearance on both sides.
5. Check left front fender clearance.
6. Check right rear fender clearance.
7. Stop before front wheels touch the curb.

Leaving Angle Parking Space

1. Check traffic behind and vehicles to each side of car.
2. Back slowly and watch for traffic obscured by parked vehicles.
3. Turn wheels sharply when car will clear vehicles on either side.
4. Straighten wheels and stop when car has fully entered traffic lane.
5. Shift to drive and proceed forward.

Entering Parallel Parking Space

1. Give a right mechanical signal and a hand stop signal.
2. Position car alongside and about 2 ft. (6 decimetres) from vehicle parked in front of space to be occupied. Rear bumpers should be aligned.
3. Shift to reverse.
4. Look over right shoulder and out the back window.
5. Back slowly while turning steering wheel sharply to the right.
6. Straighten wheel when back of front seat is in line with the rear bumper of the vehicle in front of the space to be occupied.
7. Check front to ensure car will clear parked vehicle.
8. Back in a straight line and aim the center of the car at a point on the curb immediately to the right of the front bumper of the car in back of the space to be occupied.
9. Back slowly, turning wheels sharply left, when front of car clears rear of vehicle.
10. Stop just short of vehicle parked behind you.
11. Center car in the space and between 6–18 in. (15–46 cm) from curb.
12. If parked on downgrade, turn wheels sharply toward curb.
13. If parked on upgrade, turn wheels toward roadside.
14. Place selector lever in park and set parking brake.
15. If leaving by street side, check traffic before opening door.

Leaving Parallel Parking Space

1. Back slowly and stop before touching vehicle parked behind you.
2. Signal for turn.
3. While moving slowly, turn wheels sharply toward roadway.
4. Check traffic.
5. Move forward slowly, checking bumper clearance of vehicle ahead.
6. If additional clearance is necessary, repeat above procedures.

SUGGESTIONS FOR PARENTS

Parents may find it helpful to use Guide 25 with this guide, and they should remind their sons and daughters of the following:

- Turn the wheel rapidly while backing slowly.
- Car should be moving while turning the wheels.
- Do not overemphasize perfection in parallel parking at the expense of other traffic experiences.

Guide 21

Freeway Driving

Freeway driving is normally taught in the regular high school in-car driver education class, and it is recommended that the parent not provide freeway driving experiences until the student has completed the entire driver education course and has obtained his or her driver's license.

Entering the Freeway

1. Watch the signs; be in the proper lane for the on-ramp you desire.
2. When on the ramp, hug the inside of curves and observe posted speeds.
3. As you approach the freeway, look for a gap in traffic.
4. Adjust speed while in the acceleration lane so that you can blend with freeway traffic (going the same speed).
5. As you reach the freeway, move into the first lane with a regular lane change procedure.

Driving on Freeway

1. Whenever possible, drive in one of the right lanes.
2. Relax, but be alert and attentive.
3. Keep up with traffic, but do not exceed the speed limit.
4. Maintain proper following distance. (About two car lengths for each 10 miles [16 km] per hour.)
5. Watch for merging traffic at interchanges and off-ramps.
6. Check blind areas before making lane changes.

Getting Off Freeway

1. Watch the signs, move into the proper exit lane early (at least ½ mile [.8 km]).
2. Signal for 4 to 5 seconds.
3. Move into the deceleration lane without slowing.
4. Slow to posted ramp speed on short deceleration lanes with firm braking.

SUGGESTIONS FOR PARENTS

In teaching students how to drive on freeways, it is a good idea for the parent to sit as close to the student driver as possible and to be prepared to assist in the steering and accelerating if it becomes necessary. The parent should also remind the son or daughter of the following:

- High speeds, multiple lanes, and large numbers of vehicles may present difficulties for the beginning driver.
- Freeway speeds require longer perception distances.
- Travel in the outside "slow" lane only (for new drivers).
- Blend into traffic upon entering freeway. Avoid stopping on entry ramp.
- Decrease speed in the deceleration lane in preparing to exit to surface street.
- Perceive freeway entry signs in sufficient time to select the proper traffic lane.
- When possible enter the freeway at the prevailing speed of traffic.
- Do not force other vehicles on the freeway to alter their speed or direction.
- While in the merging lane, continually check traffic on the left by glancing in the side mirror.
- While on the entry ramp and in the merging lane, check traffic in front of your car and maintain a safe following distance. Anticipate any stopping ahead.

Guide 22

Emergency Driving Procedures

Quick Stops (braking) – Dry Surface

The student should lessen the possibilities for any quick stops (braking) by driving defensively, observing the principles of the Smith System of Driving, and following the identify-predict-decide-execute procedure (see lesson 2.5). However, if the emergency is inevitable, the student should:

1. Check mirror.
2. Take right foot off gas pedal.
3. Hold steering wheel firmly in straight position.
4. Brake quickly.
5. If safe, turn right into an available traffic lane.
6. If the car skids, take foot off the brake and turn steering wheel into direction of skid.

Stuck Accelerator

1. Kick the accelerator to release.
2. Place gear selector lever in the neutral position.
3. Look for a "way" out.
4. When safe, maneuver the car into a stopping area.
5. Brake and turn ignition key off.

Brake Failure

1. Pump the brake pedal in an attempt to build up braking power (fluid pressure).
2. Down shift from drive to low gear.
3. If unable to stop the car by applying pressure to the brake pedal, apply steady pressure to the parking brake; brake release lever may be held out.
4. Locate an escape route.
5. Communicate your emergency to other drivers by sounding horn and flashing lights.

Skids

The probability of skidding can be reduced by controlling speed, keeping brakes and tires in good condition, and by recognizing hazards well in advance. Although there are no absolute rules for handling a skid, certain techniques, when applied, can help maintain car control:

1. Gradually ease off the accelerator.
2. Do not apply brakes or down shift when the car starts to skid.
3. Counter-steer in the direction the rear of the car is skidding.
4. Straighten the wheels when the rear end starts to return to straight ahead.
5. Avoid oversteering as the car starts to straighten out. The car may skid in the opposite direction.
6. When skid is controlled, brake gradually.

Tire Blow-Out

1. Take foot off the accelerator.
2. Keep a firm and steady grip on the steering wheel and hold car on a straight course.
3. Concentrate on regaining and maintaining control.
4. Keep foot off the brake.
5. Once the car is under control, apply light and steady pressure on the brake pedal.

Emergency Vehicles

When the student hears the siren or sees the flashing red light of an emergency vehicle, he or she:

1. Must yield the right-of-way to the emergency vehicle.
2. Check traffic behind, to the sides, and front.
3. Move as far to the right as possible and stop but not in an intersection.

SUGGESTIONS FOR PARENTS

In teaching students the procedures to follow in different types of emergency situations, parents should remind their sons and daughters of the following:

Quick Stops (braking)

- Quick braking is useful in situations where obstacles are in the immediate path of the vehicle.
- Quick braking is used only when more gradual braking will not stop the vehicle in time to avoid a collision.
- Quick braking increases the risk of being hit from the rear (emphasize *keep alert to rear*).

Stuck Accelerator

- Noise and vibration may cause a person to panic and to apply the brake.

Continued

Guide 22 Continued

Emergency Driving Procedures

- If necessary, glance at the accelerator, but do not take your eyes off the road for long.
- Check the accelerator pedal for the cause of malfunction and correct the problem immediately.
- Avoid turning off ignition if the automobile has power brakes and steering.

Brake Failure

- Exercise caution when using the parking brake. Be prepared to release the brake if rear wheels lock (can be avoided by holding release lever out). Reapply brake if needed.
- It may be necessary to slow the car by other means by driving into bushes or hedges or by scraping against a curb.
- Most brake failures are due to poor car maintenance. This can be avoided through proper maintenance.

Skids

- A car may skid on any surface.
- Use caution and prevent skidding when roads are wet; there may be mud slicks, sand, gravel, wet leaves, wet steel tracks, plates, or gratings over bridges.
- Stops should be planned well in advance to avoid panic stops.
- Sudden changes of steering at high speeds may cause the car to skid.
- A skid occurs when the tires lose friction or when wheels spin or lock. When brakes are locked, the driver cannot steer.

Tire Blow-Outs

- If the front tire blows out, there will be a strong pull toward the side of the collapsed tire.
- A rear tire failure can cause weaving or fishtailing.
- Once the car is under control, drive entirely off the road so that the tire can be inspected and changed.

Emergency Vehicles

- The California Vehicles Code clearly defines the responsiblity of the motorist in response to emergency vehicles.
- Vehicle Code Section 21806 requires every driver of a vehicle to yield the right-of-way to emergency vehicles sounding a siren and having at least one lighted red lamp visible from a distance of 500 ft. (152 m) to the front of such vehicle.

Guide 23

Other Users of the Highways

Those who drive automobiles on the streets and highways in California today must recognize that they are surrounded by other types of vehicles, which are growing in number each day. Since each of these other users of the highways presents special problems for the drivers of automobiles, any course on driver education that failed to recognize these problems would be overlooking an important element of the driving scene. Therefore, parents in the Driver Education Parent Participation Program are asked to discuss with their sons and daughters the special problems that operators of bicycles, motorcycles, and recreational vehicles may create for the driver of an automobile. Parents may find the following information helpful in such discussions:

Bicycles. Since 1935 the number of pedal-motor vehicle deaths has more than doubled. In fact, the bicyclist now accounts for 10 percent of the fatal and injury accidents in California. However, since the number of bicycles in use has increased 27 times, the death rate today is one-twelfth the 1935 rate. With the increasing use of bicycles for transportation, the number of adults killed while riding bicycles has increased steadily. However, persons fifteen years of age and under still account for one-half of the yearly fatal bicycle-related accidents.

Motorcycles. Motorcycles have increased in popularity in recent years for several reasons: economy of operation, lower-priced equipment, and recreational use. With this increase in popularity, the motorcycle has had its share of accident involvement. In 1975, for example, there were 5.5 million motorcycles in the United States, and the motorcycle mileage death rate reached 11 deaths per 100 million miles (160.9 megametres).

The California Highway Patrol has done several studies of motorcycle accidents. Among the findings were the following:

1. Three out of four motorcycle drivers owned the motorcycle; one out of five had borrowed the motorcycle; only one out of 100 had been rented.
2. Only 17 percent of the motorcycles had either a windshield or crashbars.
3. Of the motorcyclists, 25 percent were wearing helmets. Among those wearing helmets, 14 percent suffered head injuries, compared to 31 percent among those not wearing helmets.
4. Inadequate footwear was worn by 20 percent of the motorcyclists. Foot injuries were suffered by 28 percent of those with inadequate footwear, but by only 16 percent of those wearing adequate footwear.
5. Less than 4 percent of the motorcycle drivers were women, but 44 percent of the passengers were women.
6. Of the motorcyclists, 69 percent had driver's licenses, 11 percent had instruction permits, 9 percent had no license.
7. About 6 percent of the motorcyclists had been drinking, compared to 11 percent of all drivers statewide involved in fatal and injury accidents.
8. Only one out of 23 motorcycle accidents happened on a freeway, as compared to one out of nine of all fatal and injury accidents.
9. The greatest number of motorcycle accidents occurred in the months of June, July, and August.
10. Excessive speed was the most frequent factor contributing to the accidents.
11. The most common type of collision was the br[illegible]side.

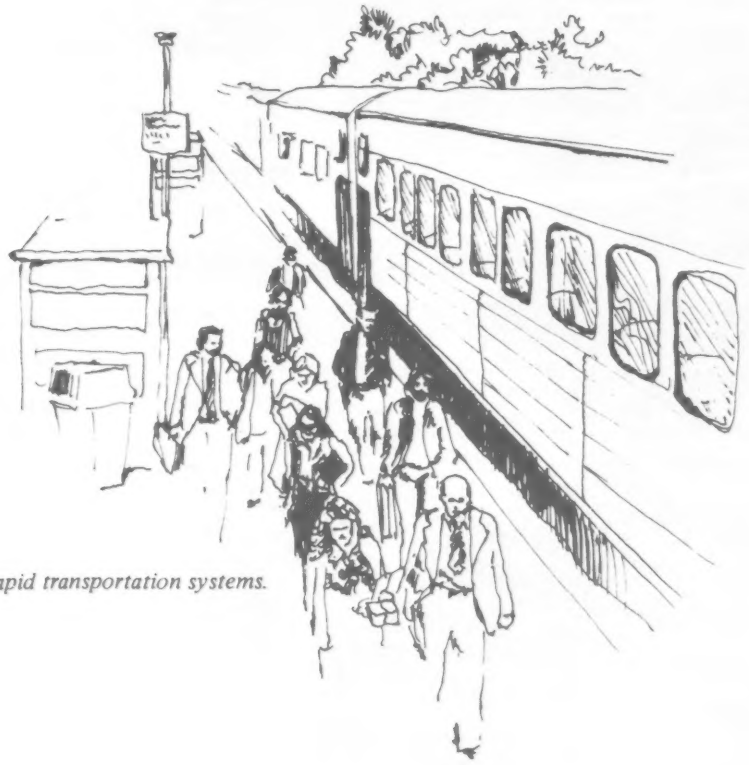
Recreational vehicles, including trailers. Operating recreational vehicles requires special skills and understanding. Knowledge of the vehicles' capabilities and maneuverabilities are essential for safe operation. Pulling a trailer also demands extra skills in motoring. It requires the operator to maintain and care properly for the vehicle to be towed. The towing vehicle should be properly equipped with hitch, tow bars, brake suspension, and lighting to accommodate the trailer. Various agencies and industries provide trailer towing tips, and this material should be studied. In addition the person pulling a trailer should practice in a remote or protected area before moving into heavy traffic.

Guide 24

The Automobile and the Environment

The California Education Code requires that conservation of resources and protection of the environment be taught in appropriate grade levels and subject areas, grades one through twelve. This legislative mandate provides parents with an opportunity to make important contributions in the efforts to improve our environment; for example, they can help students understand the effect of the automobile on the environment and the nation's natural resources and the need for reducing or eliminating the harmful aspects of the automobile. The following practices and topics are suggested for consideration of the motoring public:

1. Keep the automobile in good repair, with all pollution reducing devices connected and serviced regularly.
2. Develop driving habits and techniques which reduce excessive exhaust pollution.
3. Use low-pollution level fuels whenever possible.
4. Support rapid transportation systems.
5. Support governmental and industrial efforts to produce low-emission vehicles and be willing to accept the additional costs of such vehicles when such costs are justified.
6. Recognize the importance of considering human, asthetic, and natural values in roadway construction.
7. Encourage the use of car pools.
8. Observe the proper use of off-the-road vehicles in order to avoid damage to the natural environment.
9. Observe the proper practices for disposal of litter, junk cars, and other waste products of the auto age.



Support rapid transportation systems.

Guide 25

Parent Observation Checklist

The following checklist was designed to help parents in the California Driver Education Parent Participation Program identify those actions that they observe their sons and daughters taking during behind-the-wheel driving sessions. It should serve as a guide for discussion, and it should help the student and his or her parent concentrate on areas in which additional practice is needed. The items on the checklist include most of the actions driver examiners will be looking for when they rate an applicant for a driver's license. (Also see the California Department of Motor Vehicle's Form DL 179, Road Test Score Sheet.)

It is understood that parents will probably mark this checklist during several different driving sessions with their sons and daughters; thus, it may become a master checksheet for the progress the student makes during the driver education training program.

Some parents may wish to mark the checklist by indicating the date on which the student performed the action; by following this procedure, the student and parent could identify easily the actions that took longer to learn—ones that may need to be reviewed before the student takes his or her driving test with a Department of Motor Vehicles' examiner.

A. Starting the Engine

(Also see guides 5 and 6.)

_____1. Closed and locked door

_____2. Placed key in ignition

_____3. Adjusted seat

_____4. Adjusted mirror

_____5. Fastened seatbelt and checked passengers

_____6. Covered brake pedal

_____7. Released starter switch when engine started

_____8. Let engine idle slowly during warmup

_____9. Turned on necessary accessories before shifting

_____10. Completed the procedures in this order

B. Moving the Vehicle

(Also see Guide 6.)

_____1. Covered foot brake when moving gear selector lever

_____2. Selected correct gear position

_____3. Released parking brake *after* shifting to proper gear

_____4. Signaled and made head check

_____5. Accelerated smoothly

_____6. Released clutch smoothly (standard shift)

_____7. Completed the procedures in this order

C. Steering the Vehicle

(Also see guides 6–21.)

_____1. Placed hands in stable position (upper half of wheel)

_____2. Steered hand-over-hand smoothly

_____3. Used both hands on wheel when car was in motion

_____4. Turned wheels only while vehicle was moving

_____5. Returned the wheel, hand-over-hand, when coming out of turns

D. Stopping the Vehicle

(Also see Guide 6.)

_____1. Checked traffic, signs, and signals

_____2. Stopped *only* when necessary for signals or signs

_____3. Came to full stop

_____4. Went as soon as conditions permitted (right-of-way)

_____5. Stopped behind crosswalk or stop line

_____6. Braked smoothly on stops

_____7. Used right foot on brake pedal

Continued

Guide 25 Continued

Parent Observation Checklist

E. Turning the Vehicle

(Also see guides 6–21.)

_____1. Braked early for turns

_____2. Used proper lane during turn

_____3. Entered proper lane after turn

_____4. Accelerated properly

_____5. Yielded right-of-way when appropriate

_____6. Perceived and responded to hazards

F. Backing the Automobile

(Also see Guide 6.)

_____1. Corrected gear selection and brake use

_____2. Steered in correct direction

_____3. Moved slowly

_____4. Looked back until stopped (no mirror)

G. Changing Lanes

(Also see Guide 11.)

_____1. Checked mirrors

_____2. Signaled correctly

_____3. Checked blind spot

_____4. Changed lane without interfering with traffic

_____5. Canceled signal immediately after entering new lane

_____6. Made lane change in this order

H. Making a Y-turn

(Also see Guide 14.)

_____1. Signaled to right and stopped at curb

_____2. Signaled left and pulled to opposite curb

_____3. Looked back while "backing" and turned steering wheel to right

_____4. Yielded to right-of-way

_____5. Completed procedures in this order

I. Parking and Stopping on Hills (uphill with curb)

(Also see Guide 19.)

_____1. Signaled right

_____2. Stopped within 6–18 inches (15–46 cm) of curb

_____3. Curbed wheel properly

_____4. Shifted to neutral if car did not roll back easily

_____5. Secured car properly (parking brake and then gear)

J. Starting from a Parked Position (uphill, with curb)

(Also see Guide 19.)

_____1. Shifted to correct gear

_____2. Covered gas pedal

_____3. Signaled left

_____4. Checked over shoulder for traffic

_____5. Accelerated slightly; then released parking brake

_____6. Completed procedures in this order

K. Starting from a Parked Position Downhill (with curb)

(Also see Guide 19.)

_____1. Shifted to reverse

_____2. Accelerated and released brake

_____3. Steered to left

_____4. Stopped and changed gear

_____5. Used correct procedures for leaving curb

Continued

Guide 25 Continued

Parent Observation Checklist

L. Parking at an Angle

(Also see guides 19 and 20.)

_____1. Signaled properly

_____2. Positioned car properly

_____3. Cleared all obstacles before pulling into space

_____4. Centered car in space

_____5. Stopped before bumping curb

_____6. Signaled properly before leaving space

_____7. Checked traffic

_____8. Yielded right-of-way when appropriate

_____9. Backed safely until car was straight in lane

M. Parking in a Parallel Position

(Also see guides 19 and 20.)

_____1. Signaled properly

_____2. Positioned car properly for backing into space

_____3. Used both hands on wheel while turning into space

_____4. Centered car in space without bumping anything

_____5. Backed up *before* leaving space

_____6. Signaled properly

_____7. Looked over shoulder and yielded to other vehicles if necessary

N. Driving on the Freeway

(Also see guides 15 and 21.)

_____1. Checked traffic flow

_____2. Timed entry into freeway

_____3. Accelerated into gap in traffic

_____4. Signaled early and braked on exit ramp

_____5. Adjusted speed to surface road ahead

O. Demonstrating Visual Skills

_____1. Checked mirrors before braking

_____2. Checked all sides before intersection

_____3. Checked lights and signs

_____4. Demonstrated the identify-predict-decide-execute approach (see lesson 2.5) in traffic.

P. Securing the Automobile

(Also see Guide 6.)

_____1. Put right foot on brake

_____2. Set parking brake

_____3. Shifted to park

_____4. Turned off accessories

_____5. Turned key off

_____6. Removed key and locked car

_____7. Completed procedures in this order

Appendix B
Selected References and Resources

Books

Accident Facts. (1976 edition). Chicago: National Safety Council, 1976.

Anderson, William G. *In-Car Instruction: Methods and Content.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1968.

Anderson, William G. *Learning to Drive: Skills, Concepts, and Strategies.* Reading Mass.: Addison-Wesley Publishing Co., Inc., 1971.

Annual Report of Fatal and Injury Motor Vehicle Traffic Accidents, 1976. Sacramento: Office Services Section of California Highway Patrol, 1976.

The Beginning Rider Course . . . for Novice Motorcycle Riders of All Ages. Washington: Motorcycle Safety Foundation, Inc., 1974.

The California Driver Fact Book. Sacramento: California Department of Motor Vehicles, 1976.

California Driver's Handbook. Sacramento: California Department of Motor Vehicles, 1977.

California Guide to Traffic Safety Education. Sacramento: California State Department of Education, 1976.

Halsey, Maxwell; Richard Kaywood; and Richard A. Meyerhoff. *Let's Drive Right* (Fifth edition). Glenview, Ill.: Scott, Foresman and Co., 1972.

McKnight, A. James, and Alan G. Hundt. *Driver Education Task Analysis: Instructional Objectives.* Alexandria, Vir.: Human Resources Research Organization, 1971.

The Smith System: Five Keys to Space Cushion Driving. San Diego: Harold L. Smith Driver Improvement Institute, Inc., 1977.

Sportsmanlike Driving (Seventh edition). Falls Church, Vir.: American Automobile Association, 1975.

Student License Manual (1977 edition). Sacramento: California State Department of Motor Vehicles, 1977.

Vehicle Code (1976 edition). Sacramento: Department of Motor Vehicles, 1976.

Films and Filmstrips

Alco Beat. Hollywood: Charles Cahill & Associates, Inc., 1965. Film on effects of drinking and driving, color, 11 min.; also available in Spanish.

AMERICAN HONDA SERIES. Gardena, Calif.: American Honda, (n.d.). Three films, color, 13½ min. each: *Background to the Motorcycle; Natural Forces and the Motorcycle;* and *Operation of the Motorcycle.*

Broken Glass. Hollywood: Charles Cahill & Associates, Inc., 1962. Film on use of seatbelts, color, 11 min.

Critical Hours, The. Los Angeles: BSA Motorcycles-Western, Automobile Club of Southern California, (n.d.). Film on motorcycle riders, color, 24 min.

Dead Right. Los Angeles: Automobile Club of Southern California, (n.d.). Film on pedestrians responsibilities, color, 11 min.

Defensive Driving Tactics. Hollywood: Charles Cahill & Associates, Inc., 1953. Film, color, 12 min.

Drink, Drive, Rationalize. Washington: American Automobile Association, (n.d.). Film, color, 30 min.

Driving Emergencies. Hartford: The AETNA Insurance Co., 1963. Film, 16mm, 16 min.

Driving in Bad Weather. Dearborn: Ford Motor Co., (n.d.). Film, color, 10 min.

Drugs, Drinking, and Driving. Hollywood: Charles Cahill & Associates, Inc., 1970. Film, color, 18 min; also available in Spanish.

Emergencies in the Making. Washington: American Automobile Association, (n.d.). Film, color, 21½ min.

EVOC. Hollywood: Charles Cahill & Associates, Inc., (n.d.). Film on the specialized driver training given to officers at the California Highway Patrol Academy, color, 17 min.

The Final Factor. Washington: American Automobile Association, 1968. Film on emergency situations in driving, 16mm, color, 14 min.

Freeway Driving Is Different. Washington: American Automobile Association, 1959. Film, 16mm, color, 14 min.

Freeway Driving Tactics. Hollywood: Charles Cahill & Associates, Inc., 1963. Film, color. 16 min.

Freewayphobia, Part I and Part . Glendale, Calif.: Walt Disney Studios, 1965. Films, color, 15 min. each.

Handling Emergencies. Hartford: The AETNA Insurance Co., (n.d.). Film, 16mm, 23 min.

I'm No Fool with a Bicycle. Glendale, Calif.: Walt Disney Studios, (n.d.). Film, color, 8 min., also available in Spanish.

The Junkyard. Universal City: Professional Arts, Inc., (n.d.). Filmstrip, 35mm, 25 min.

None for the Road. Hollywood: Charles Cahill & Associates, Inc., 1957. Film on alcohol and driving, color, 11½ min.

Only One Road. Washington: American Automobile Association, (n.d.). Film, color, 26 min.

Pedestrians. Dearborn: Ford Motor Co., (n.d.). Film, black and white, 10 min.

Pill Poppers, The. Hollywood: Sid Davis Productions, (n.d.). Film on drug abuse, color, 20 min.

Safety Belts–A Smashing Success. Hollywood: Aims Instructional Media Services, Inc., (n.d.). Film, color, 18 min.

Space Driving Tactics. Hollywood: Charles Cahill & Associates, Inc., (n.d.). Film, color, 15 min.; also available in Spanish.

Smith System of Space Cushion Driving. Dearborn: Ford Motor Co., 1968. Film, 16mm, color, 18 min.

Things Aren't What They Used To Be. Washington: American Automobile Association, (n.d.). Film on elderly pedestrians, color, 12 min.

Turning Point, The. Los Angeles: Automobile Club of Southern California, (n.d.). Film on high school driver education students, color, 15 min.

We Drivers. Detroit: General Motors Public Relations Staff, 1965. Film using cartoon characters to teach driving techniques, black and white, 13 min.

Whiplash. Hollywood: Charles Cahill and Associates, Inc., 1968. Film, color, 16 min.

Your Amazing Mind. Los Angeles: Alfred Higgins Productions, (n.d.). Film on drugs and driving, color, 15 min.

Forms of the Department of Motor Vehicles

Certificate of Completion of Both Classroom and Laboratory Driver Education (Secondary School), Form DL-388

Certificate of Completion of Classroom Driver Education (Secondary School), Form DL-387

Certificate of Simultaneous Enrollment in Classroom and Laboratory Phases of Driver Education, Form DL-391

Driver's License, Instruction Permit, or Identification Card Information Sheet, Form DL-44

Minor's Application for Driver's License or Instruction Permit, Form DL-44A

Road Test Score Sheet, Form DL-179

Student Driver's Examination on California Vehicle Code; Student Driver's Examination on Safe Driving Practices, Form DL-5B

Addresses of Film Distributors and Book Publishers

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

AETNA Insurance Co.
151 Farmington Ave.
Hartford, CT 06115

Aims Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Alfred Higgins Productions
9100 Sunset Blvd.
Los Angeles, CA 90069

American Automobile Association
Foundation for Traffic Safety
1712 G St., N.W.
Washington, DC 20006

American Honda, Inc.
P.O. Box 50
Gardena, CA 90247

Automobile Club of Southern California
P.O. Box 2890
Terminal Annex
Los Angeles, CA 90054

Charles Cahill & Associates, Inc.
5746 Sunset Blvd.
Hollywood, CA 90028

California Department of Motor Vehicles
2415 First Ave.
Sacramento, CA 95818

California Highway Patrol
Office Services Section
P.O. Box 898
Sacramento, CA 95804

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Ford Motor Co.
Motion Picture Department
3000 Schaefer Rd.
Dearborn, MI 48124

General Motors Corp.
General Motors Building
Detroit, MI 48202

Human Resources Research Organization
300 N. Washington St.
Alexandria, VA 22314

Motorcycle Safety Foundation, Inc.
1001 Connecticut Ave. N.W.
Washington, DC 20036

National Safety Council
425 N. Michigan Ave.
Chicago, IL 60611

Professional Arts, Inc.
P.O. Box 8484
Universal City, CA 91608

Scott, Foresman and Co.
1900 E. Lake Ave.
Glenview, IL 60025

Sid Davis Productions
1418 No. Highlands Ave.
Hollywood, CA 90028

Walt Disney Studios
800 Sonora Ave.
Glendale, CA 91201

Appendix C
National Highway Traffic Safety Standards

1. *Periodic motor vehicle inspection.* Vehicles with faulty equipment contribute to traffic crashes, and each state shall have a program for the periodic inspection of vehicles.
2. *Motor vehicle registration.* Each state shall have a motor vehicle registration program that will provide rapid identification of the vehicle and its owner for the purposes of accident research, safety program development, and law enforcement.
3. *Motorcycle safety.* Only persons physically and mentally qualified shall be licensed to operate a motorcycle, and both driver and passenger shall use protective safety equipment.
4. *Driver education.* A driver education program shall be available for all youths of licensing age. Adult driver training and commercial driving schools must be licensed and the instructors must be certified.
5. *Driver licensing.* A driver licensing program must be established to ensure that only persons physically and mentally qualified are licensed to operate a vehicle. The program must not unjustly restrict or deny the privilege to drive.
6. *Codes and laws.* Uniformity of traffic codes and laws throughout the state and with other states shall be implemented.
7. *Traffic courts.* All traffic courts shall complement and support local and statewide traffic safety objectives.
8. *Alcohol in relation to highway safety.* A program to achieve a reduction in those traffic crashes arising in whole or in part from persons driving under the influence of alcohol is mandatory.
9. *Identification and surveillance of accident locations.* States shall have a program for identifying locations having high crash rates or losses, as well as sites with potentially high hazards.
10. *Traffic records.* Information regarding drivers, vehicles, crashes, and highways shall be uniform for purposes of analysis and correlation.
11. *Emergency medical services.* A program shall be established to ensure that persons involved in highway crashes shall receive prompt emergency medical care by trained and qualified personnel.
12. *Highway design construction and maintenance.* A program for applying standards for safety in highway design, construction, and maintenance shall be developed.
13. *Traffic control devices.* The use of traffic control devices (signs, markings, signals, and so forth) and other traffic engineering measures to reduce traffic crashes will be in accordance with the national standard.
14. *Pedestrian safety.* A program that includes pedestrian education, night crosswalk lighting, and alcohol involvement records will be part of the ongoing program of pedestrian safety.
15. *Police traffic services.* There shall be a program to ensure the provision of efficient and effective police services to prevent traffic crashes, aid the injured, maintain safe and orderly movement of traffic, provide for recruit training, practice selective enforcement, and establish procedures defining primary operational authority.
16. *Debris hazard control and cleanup.* Rapid, orderly, and safe removal from the roadway of wreckage, spillage, and debris from crashes to reduce the likelihood of secondary hazards is mandatory.
17. *Pupil transportation safety.* This standard establishes minimum requirements for a state highway safety program for pupil transportation safety.
18. *Accident investigation and reporting.* This standard establishes minimum requirements for a state highway safety program for accident investigation and for reporting.

Appendix D
Suggested Letter Announcing Program to Parents

Dear Parent:

Do you want to get "involved" in your teenager's driving experience? We hope you do and, with this in mind, we have introduced a new program to be offered through the Adult Education Department of _____ High School. Those who take advantage of this course will be in select company, because only parents with a teenager in the "behind-the-wheel" phase or driver education are being invited to attend.

What does this program offer? It offers a chance for your son or daughter to build more experience "behind-the-wheel" than is possible through the hours allotted in his or her regular class period. Accompanied by you in the family car, your son or daughter can improve driving skills, add self-confidence on the road, and ensure for himself or herself a safer future as a driver.

Our new parent participation program is designed to acquaint you, as a parent, with the driving skills and procedures your son or daughter is learning through the driver education course in school. We have built this new study with your interest in mind, and we hope that you will find its content absorbing, informative, and enjoyable personally as well as beneficial to your teenager. All of the latest teaching tools have been included in this evening course of four sessions, and the course provides time for lively class discussions.

The classes are scheduled for _____ at _____ High School from _____ to _____ p.m.

So that we may plan for your attendance in this class, please fill out the accompanying form and return it to _____, Room _____, _____ High School.

Let's close the generation gap over the highway. We believe you'll be glad you did.

Very truly yours,

(NAME OF PRINCIPAL)
(Title)

Appendix E
Suggested Form for Parents Interested in Program

_____ High School
Parent Participation Class
Behind-the-Wheel Driver Education

Parent's name _____
Address _____ Telephone number (___) _____
Student's name _____ Grade _____ Teacher _____

We are looking forward to being in the class, and we understand we may attend at no cost. Please consider this reply as an indication of our interest in attending the parent participation course in driver education beginning _____ 19___.

The number of persons attending from our family will be____.

_____
Signature of parents or guardian

Date: _____

Appendix F
Questionnaire for Parent Participation Program in Driver Education

1. a. Circle the number of each session that you attended: 1 2 3 4

   b. If you were unable to attend one or more of the sessions, please check the reason(s) for not attending the meetings:

   ☐ (1) Conflict with other meetings
   ☐ (2) Social obligation
   ☐ (3) Illness
   ☐ (4) Out of the city
   ☐ (5) Not interested
   ☐ (6) Other (Specify: _____)

2. In your opinion, were the meetings:

   a. Informative? ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   b. Practical? ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   c. Well organized? ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   d. Of value to you when assisting your son or daughter?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)

3. Were the following instructional materials of value to you:

   a. Parent Participation Program in Driver Education Guides?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   b. 35 mm slides?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   c. Examples of in-car lessons by the instructor?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   d. Instructional films used?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)

4. a. Would it have been of *benefit to you* if your son or daughter had attended the meetings with you?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)
   b. Would it have been of *benefit to your son or daughter* if he or she had attended the meetings with you?
   ☐ Yes ☐ No ☐ Certain ones (Specify: _____)

5. a. Were there driving tasks that you think could have been taught better at school?
   ☐ Yes ☐ No
   If yes, which ones: _____
   b. Were there driving tasks that you think could have been taught more easily by parents?
   ☐ Yes ☐ No
   If yes, which ones: _____

6. Would you recommend the continuation of this program? ☐ Yes ☐ No
   a. If yes, what would you recommend adding to the program? _____
   _____
   b. What would you recommend being omitted from the present program? _____
   _____

7. Would you be interested in and attend an 8-hour defensive driving program for experienced drivers? ☐ Yes ☐ No
If yes, would you recommend:

   ☐ a. A separate program?
   ☐ b. A program in conjunction with the Parent Participation Program in Driver Education?

8. List, in a few words, the major problem(s) experienced during the in-car supervision of your son or daughter: _____

_____

_____

9. Any additional comments or suggestions that you care to make would be appreciated. Our intention has been to provide materials and meetings in a manner that will be of value to you while supervising your son's or daughter's driving. Please use other side of this sheet for additional remarks.

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Other Publications Available from the Department of Education

California Guide to Parent Participation in Driver Education is one of approximately 400 publications that are available from the California State Department of Education. Some of the 400 publications that may be of interest to the users of this guide on driver education are the follow[illegible]:

Administration of Public School Transportation (1972)	$1.25
Administration of the School District Risk Management Program (1977)	2.50
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Traffic Safety Education (1976)	3.50
Liability Insurance in California Public Schools (1978)	2.00
RISE Report: Report of the California Commission for Reform of Intermediate and Secondary Education (1975)	.85
School Bus and School Pupil Activity Bus Inspection and Maintenance Guide (1978)	2.00
Students' Rights and Responsibilities Handbook (1978)	1.50

Note: The list prices include charges for mailing and handling. Purchasers in California should add sales tax. Checks should be made payable to the California State Department of Education. Only purchase orders from government agencies in California will be accepted without a remittance; special agency invoices or voucher forms received without a remittance will *not* be accepted. All sales are final.

Orders for publications should be sent to:

Publications Sales
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Persons wanting to purchase Department of Education publications in person in Sacramento may do so at the cashier's window, mezzanine, Downtown Plaza Building, 515 L Street, weekdays between 7:30 a.m. and 4:45 p.m. (Public parking is available beneath the building.)

Telephone inquiries should be made to 916-445-1260 or 916-445-3497.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

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